South Dakota State Test of Educational Progress

for Alternate Assessment

Dakota STEP-A

Technical Report: 2010 Administration

Pearson

San Antonio, TX

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CHAPTER 1: OVERVIEW

The purpose of this technical report is to provide information to South Dakota stakeholders (including test coordinators, educators, parents, and other interested citizens) and members of the Technical Advisory Committee (TAC) on the technical attributes of the South Dakota State Test of Educational Progress-Alternate Assessment (*Dakota STEP-A*).

This technical report provides information and documentation regarding the development, administration, scoring, and reporting of the *Dakota STEP-A* assessment. In addition, it provides evidence of the technical quality and psychometric data.

1.1 Purpose of the Assessment

The Individuals with Disabilities Education Act (IDEA) 2004 and No Child Left Behind Act of 2001 (NCLB, 2002) mandate that states provide an alternate assessment when implementing statewide accountability systems. In order to meet federal requirements, the assessment must be aligned to the state's content standards, must report student achievement according to established proficiency levels with the same frequency and level of detail as the state's general assessment, and must serve the same purpose as the assessment for which it is an alternate (U.S. Office of Elementary and Secondary Education, U.S. DOE, December 9, 2003).

With the passage of IDEA 2004 and clarification of NCLB requirements, the South Dakota Department of Education (SD DOE) convened stakeholders to develop the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities. The Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities for Reading, Mathematics, and Science were approved by the South Dakota Board of Education (SD BOE) in November 2007, January 2005, and January 2006, respectively.

The *Dakota STEP-A* assessment was designed to provide increasing coherence between instruction and assessment and to enable students with significant cognitive disabilities to participate in and benefit from a standards-based accountability system.

1.2 Students Tested

Students with disabilities must participate in the statewide assessment in order to measure their performance on content found in the state's content standards. This means students with disabilities who are working in the general Content Standards will take the *Dakota STEP* with or without accommodations. Students working on the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities will take the alternate assessment, *Dakota STEP-A*.

Educators use the Extended Content to align and develop instruction for students who participate in the *Dakota STEP-A* as determined by the Individualized Education Program (IEP) team. South Dakota has a clearly defined policy for inclusion in the *Dakota STEP-A* assessment entitled SD Significant Cognitive Disability Criteria. To be identified as having a significant cognitive disability, the student must meet **all** of the following criteria:

1. The student has an active IEP with annual goals and short-term objectives/benchmarks which focus on **South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities**.

2. The student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement).

3. The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life (e.g. school, community, home, vocational/career, and recreation and leisure).

The following are guidelines to assist the IEP team in determining which students will be instructed and assessed using the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities.

- Even with modifications and accommodations, the general education standards are deemed inappropriate for the student's cognitive ability and adaptive skill levels.

- The student requires extensive direct instruction in multiple settings to apply and transfer skills.

- The student requires substantial adjustment to grade-level content standards.

Once the IEP team determines that the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities are appropriate for a student, the team discusses the relationship of grade-level standards to the Extended Content appropriate for the student in order to determine the impact on curriculum and instruction and to use the Extended Content as a basis for the development of the individualized education plan.

1.3 Organizations and Groups Involved

The South Dakota Department of Education Office of Assessment and Technology System and the Department of Special Education are responsible for the development of Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities and implementing South Dakota's policies for testing students with disabilities. Together, both groups oversee the development of the *Dakota STEP-A* assessment reports and auxiliary manuals, fulfillment of state and federal accountability requirements, development of score report interpretive guides, and supervision of the contracts with Pearson and other subcontractors. The groups conduct extensive training and professional development activities relating to the *Dakota STEP-A* assessment for teachers, school and district test coordinators, and others who administer the alternate assessment. The Special Education Unit also coordinates meetings with stakeholders at various stages of the process (e.g., development of content standards, bias and content review, alignment, and standard setting).

The University of North Carolina at Charlotte conducted alignment studies of the *Dakota STEP-A* assessment.

The Buros Institute for Assessment Consultation and Outreach (BIACO) facilitated standard-setting workshops in order to provide recommended performance-level cut points to the SD Department of Education (DOE).

Pearson is responsible for developing the assessment, conducting bias/content reviews, test construction, production and distribution of test materials, administration, and post-administration evaluation and reconciliation of Supporting Evidence documentation. Pearson ensures that alignment study results are incorporated into the assessment.

Stakeholders provide invaluable assistance to the development and refinement of the *Dakota STEP-A* assessment. While stakeholder groups vary from task to task, the SD DOE consistently ensures that all committee groups have representatives of teachers and students that are most impacted by the *Dakota STEP-A* assessment in attendance.

The SD DOE relies on the involvement of South Dakota educators who administer the test. District and school personnel serve as test coordinators and/or building coordinators. All provide feedback, both formal and informal, to the SD DOE regarding all aspects of the test administration.

CHAPTER 2: TEST DESIGN AND DEVELOPMENT

The *Dakota STEP-A* measures the academic skills of students with significant cognitive disabilities and is the required assessment for students with significant cognitive disabilities at grades 3–8 and 11. Content areas assessed in the 2010 administration include Reading and Mathematics at grades 3–8 and 11, and Science at grades 5, 8, and 11.

The South Dakota Extended Content Standards for Reading were revised, presented to, and approved by the SD BOE in November 2007. The Extended Content Standards for Reading have been expanded to include five indicators (reporting categories) to parallel the general education Academic Content Standards for Reading. The *Dakota STEP-A* Reading, Mathematics, and Science assessments administered in 2010 were the same as the ones administered in 2009.

The *Dakota STEP-A* is based on and aligned with the South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities. This alignment linkage runs through the extensions to the grade level content standards. The South Dakota Content Standards, together with the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities, create a statewide system designed to support students, parents, teachers, and schools to uniformly promote high academic standards for all students in South Dakota. It is the intent of SD DOE that once the *STEP-A* assessment meets all the technical requirements (e.g., 2009), it will only be modified for future administrations as a result of revision to the Extended Content Standards.

2.1 Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

As guidance and regulations became available concerning alternate academic achievement standards, the SD DOE realized the need to establish Reading, Mathematics, and Science Extended Content by grade level, linking them to the general education Content and Achievement Standards. Revised Extended Content and Alternate Academic Achievement Descriptors for Reading were approved by the SD BOE in November 2007, and the standards were implemented in the 2008-2009 school year.

The Department of Education selected a diverse group of educators to develop Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities for application to the education of students with significant cognitive disabilities. The workgroup utilized the South Dakota general education Content Standards as the foundation for the Extended Content goals and indicators. The Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities are written for each grade ranging from Kindergarten to Grade 12 and are available at http://doe.sd.gov/contentstandards/extendedstandards/index.asp.

When developing the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities, the workgroup carefully divided the skills into four levels of complexity: Advancing, Applying, Developing, and Introducing. Each level of complexity was used as a guide, and the student's age-appropriate environment was considered. The categories range on a scale of more complex to less complex skills. Achievement descriptors

are organized into performance levels. These levels describe how a student at that level would be expected to perform on the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities.

Achievement Levels

The State of South Dakota has defined four levels of student achievement for the Alternate Academic Achievement Descriptors. These levels are listed beside their corresponding performance level for grade-level expectations:

> **Advancing = Advanced**
> **Applying = Proficient**
> **Developing = Basic**
> **Introducing = Below Basic**

Achievement Level Descriptors

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade and standard. These descriptors indicate how a student at each level would be expected to perform on the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities. Table 2.1 provides the Alternate Academic Achievement Descriptors for grade 6 Reading as an example. Reading, Mathematics, and Science Alternate Academic Achievement Descriptors for each grade assessed with the *Dakota STEP-A* are provided in Appendix A. The activities listed in the Introducing category are not sufficient to be classified above Introducing and students so classified may actually be lower in achievement.

Table 2.1: 6th Grade Reading Alternate Academic Achievement Descriptors

Levels	Descriptors
Advancing	• Arrange word meanings using word parts. • Determine context to comprehend words. • Distinguish between direct and implied meaning to comprehend text. • Apply an element of fluency to comprehend text. • Identify a text structure in fiction, nonfiction and poetry. • Explain a literary element in text. • Identify a literary device in fiction, nonfiction and poetry. • Compare and/or contrast text from various cultures, time periods, and/ or historical events. • Compare and contrast information on a topic from one informational text. • Explain the credibility of informational texts. • Locate two or more sources to find information.
Applying	• Classify words using word parts and their meanings. • Recognize context used to comprehend words. • Identify meaning within text. • Identify elements of fluency to comprehend text. • Recognize a text structure in fiction, nonfiction and poetry. • Recognize literary elements in text. • Recognize literary devices in fiction, non-fiction and poetry. • Compare text from various cultures, time periods, and/ or historical events. • Compare information on a topic from informational texts. • Determine the credibility of informational texts. • Locate a source to find information.
Developing	• Match word parts to word meaning. • Respond to meaning within the text. • Identify meaning within text. • Match a text structure in fiction and nonfiction. • Match a literary element in text. • Match a literary device in fiction and nonfiction. • Identify text from various cultures, time periods, or historical events. • Locate information on a topic from an informational text • Identify a credible source. • Identify a source to find information.
Introducing	• Respond to word parts and their meanings. • Recognize meaning found in context. • Respond to meaning within the text. • Respond to elements of fluency in text. • Respond to a text structure in fiction. • Respond to a literary element in text. • Respond to a literary device in fiction, nonfiction. • Attend/respond to text read from various cultures or historical events. • Respond to information from an informational text. • Respond to a non-credible source. • Respond to an informational text.

Continuum of Frequency, Setting, and Support

Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate in performance of skills at each level. For the purpose of this document, support is defined as providing directed help or assistance through such means as encouragement, prompting, or by personally aiding the student to accomplish a task. Table 2.2 lists the continuum of frequency, setting, and support. The information in Table 2.2 shows the basis of the development for the scoring rubric, and the scoring rubric is elaborated and described in Table 5.1.

Table 2.2: Continuum of Frequency, Setting, and Support

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

Target Skills

Target skills, developed in the context of grade-level curriculum, were developed to provide possible activities or skills that instructors can use and a range of options for students with disabilities to access the learning standards. Target skills are available at http://doe.sd.gov/contentstandards/extendedstandards/index.asp. The skills found in the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities introduce students to challenging new ideas and content, promoting movement to grade-level standards.

The examples of target skills below illustrate how students with disabilities participate in the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities and general curriculum activities in which the learning standards are addressed.

The Mathematics level achievement standard 6.A.G.1.1 reads as follows: *Students are able to identify and describe the characteristics of triangles and quadrilaterals.*

> Middle school example of using a target skill: When given six pictures of geometric shapes and prompted to indicate the triangle the student will name, touch, or point to the correct picture object independently when given adequate wait time. Once the student has identified the shape the student will classify and/or sort triangles by their side length.

The Reading level achievement standard 11.A.R.5.1 reads as follows: *Identify factors that influence the credibility of information sources.*

> High school example of using a target skill: Compare fiction and biography about the same person (Babe Ruth, Hillary Duff). Compare an autobiography with an encyclopedia article to determine if facts are.

An IEP team can use the target skills as examples when determining the skills that a student needs to work on to progress towards the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities, which are the basis for the assessment of the student with a severe cognitive disability.

2.2 Development of Tasks/Skills for the Rating Form

The development of tasks/skills begins with a thorough review of the content standards, the test specifications and blueprints, and the pool of tasks/skills available for use by Pearson's alternate assessment specialists. The result is a clear focus on areas in need of additional development: The "gaps," or content standards with insufficient numbers of tasks/skills within the existing pool, provide a plan for development. A sufficient number of new tasks/skills must be developed to allow for attrition throughout the content/bias and alignment review process.

Once the development plan has been reviewed and approved by the SD DOE, Pearson's alternate assessment specialists begin the development process. An initial review of the tasks/skills by alternate assessment specialists is followed by an additional review in which a content specialist analyzes the task/skill for accurate content and best testing practices. Thereafter, the tasks/skills go through an editorial review to make sure that proper vocabulary, spelling, and grammar are used. Editorial specialists also correct tasks/skills that do not conform to the current style and formatting. New tasks/skills are developed to stylistically match the existing assessment. Edited tasks/skills are then passed back to the lead alternate assessment specialist, who conducts an additional review.

All tasks/skills go through an internal review process at Pearson before they are deemed suitable for external committee reviews. This internal review phase allows the tasks/skills to be refined and aligned with content standards before they are presented to South Dakota educators and the SD DOE. The additional series of reviews continues to add value to the tasks/skills as they are scrutinized for alignment to the content standards and the absence of bias and stereotyping.

Committees of South Dakota educators convened to review tasks/skills for content alignment as well as bias and sensitivity in July 2008.

2.3 Test Design

The *Dakota STEP-A* test assesses students' achievement of the South Dakota Extended Content Standards. The following documents used for the development of the *Dakota STEP-A* assessment are available at the link below:

- [Language Arts Extended Content - Approved Nov. 19, 2007](#),

- [Math Extended Content- Updated January 24, 2006](#) , and

- Science Extended Content - Approved January 24, 2006.

The assessment is administered in combined-content Rating Forms consisting of grade-specific subtests as shown in Table 2.3.

Table 2.3: *Dakota STEP-A* Subjects and Grades Tested

Test	Grade						
	3	4	5	6	7	8	11
Reading	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science	—	—	✓	—	—	✓	✓

Test Blueprints

The first step in the creation (or revision) of a standards-based assessment is the development of a *test blueprint*, which specifies the content standards to be assessed and the number of tasks/skills to assess each standard. The underlying principle guiding the creation of test blueprints is establishing a clear relationship between the assessment and the standards. The test blueprint then serves as the foundation for the entire development of task/skill and rating form creation process.

Test blueprints, which specify the content standards to be assessed and the number of tasks/skills needed to assess each standard, were developed and approved by the SD DOE for each content domain and grade level. To help ensure the reliability of scores, a sufficient number of tasks/skills addressing each content standard or indicator for which a score is to be reported ("reporting category") must be maintained. The number of tasks/skills for each reporting category is relatively consistent within content areas and grade levels in order to establish a rational and coherent assessment system. The reporting category can be a content standard, indicator, or goal. Results for the *Dakota STEP-A* content domains are reported at the indicator (Reading) or goal (Mathematics and Science) level. Test blueprints for all content domains and grades are included in Appendix B.

In Table 2.4, the grade 3 Reading blueprint shows the target task/skill counts for each of the content standards. In addition, targets have been established to include a range of tasks/skills at various cognitive complexity levels with the goal of at least 50% of the tasks/skills assessing each content standard to be at or above the cognitive complexity of that standard.

Table 2.4: Grade 3 Reading Test Blueprint

Bloom's Depth of Knowledge	Low 29% Knowledge	Medium 51% Comprehension	Application	High 20% Analysis	Synthesis	Evaluation	TOTAL TEST
Task/Skill Counts	10	8	10	7	0	0	
Weighting	29%	23%	29%	20%	0%	0%	
Indicator 1	**1**	**2**	**3**	**1**	**0**	**0**	**7**
1.1 Application	1	2	3	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
2.1 Application	1	2	2	2			
2.2 *							
Indicator 3	**3**	**1**	**1**	**2**	**0**	**0**	**7**
3.1 Knowledge	3						
3.2 Analysis		1	1	2			
Indicator 4	**4**	**2**	**1**	**0**	**0**	**0**	**7**
4.1 Knowledge	4	2	1				
Indicator 5	**1**	**1**	**3**	**2**	**0**	**0**	**7**
5.1 Application			1	1			
5.2 Knowledge	1	1	1				
5.3 Application			1	1			
Totals	**10**	**8**	**10**	**7**	**0**	**0**	**35**

* represents standard not assessed.

Cells that are blank or have zero mean the standards are not assessed at that particular Bloom's level.

Cognitive Complexity

Cognitive complexity can be described in several different ways. The South Dakota content standards use Bloom's Taxonomy to describe the cognitive complexity for each standard. The cognitive complexity levels in Bloom's Taxonomy include: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. For the purpose of alignment studies, cognitive complexity levels are defined as follows:

Low level (L) – (Bloom's Taxonomy level: **Knowledge**)
This level requires mainly recall, remembering factual information or definitions of terms, or the display of fairly routine skills. This level tends to deal with a single idea or procedure, require a display of concrete understanding, or ask for a demonstration of something learned directly from instruction.

Moderate level (M) – (Bloom's Taxonomy levels: **Comprehension** and **Application**)
This level requires more intellectual skill than those characterized as "Low", but may seem like it is something less than "High." This level may require the application of rules that are practiced extensively in the classroom, but are now applied to a new situation.

High level (H) – (Bloom's Taxonomy levels: **Analysis**, **Synthesis,** and **Evaluation**) This level involves the application of ideas and procedures to solve problems or create new understandings. The situations are not habitual or routine; they are novel for most learners. Often multiple ideas are drawn upon or a high level of abstraction needs to be dealt with.

2.4 Assessment Materials

Dakota STEP-A assessment materials include the following items:

- **Grade-specific rating forms** – the rating forms contain the tasks/skills that will be rated by the teacher and one other trained professional. The last page of the rating form contains the Student Survey that is completed by Rater 1.
- **Data Collection forms** – The Data Collection forms are used to document the supporting evidence that is being supplied for each task. One data collection form is used for each piece of supporting evidence.
- **Score Resolution Worksheet** – this form is used when the teacher and the second rater's scores do not agree.
- **Directions for Administering** – one direction for administering is created to be used across all grade levels.
- **Supporting Evidence Envelope** – printed envelope that is used to ship the supporting evidence to the scoring center.

The **Rating Form** consists of a minimum of seven tasks/skills within each content indicator. Ratings are based on each rater's knowledge of the student's current performance level. All tasks on the Rating Forms are completed by two trained professionals: One being the special education teacher and the other should be a professional individual that has worked with the student. Both raters present their independent evaluation on all tasks/skills on the rating forms as prescribed in the directions for administering.

Supporting Evidence is required for one task/skill in each reporting category in all content areas. Only the special education teachers are required to prepare the Supporting Evidence for one task/skill of their choice in each of the reporting categories. Then both raters independently score the Supporting Evidence collected. A resolution between both raters is required if their ratings are not the same or adjacent for the tasks/skills containing supporting evidence. Finally, the supporting evidence is received and independently scored by a third party, Pearson Performance Scoring Center (PSC), for validation purposes. Details about *Dakota STEP-A* scoring and reporting can be found in Chapter 5.

Presentation of Content

Pearson designed grade-specific Rating Forms constructed of specific tasks or skills developed by alternate assessment content specialists. The Rating Forms are utilized by special education teachers and others who work with students with disabilities to assess each student's abilities to demonstrate their achievement relevant to the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities.

Within each grade-specific Rating Form, tasks/skills presented by content: (a) provide natural breaks for teachers; (b) allow teachers to have materials ready for a particular set of skills; and (c)

allow teachers to see the connection between the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities, instruction, and the assessment. Within each reporting category, tasks/skills are organized from lowest to highest achievement levels. Content domains and reporting categories appear in the following order on all Rating Forms and score reports:

> **Reading reporting categories: Grades 3-8 and 11**:
> *Reading Vocabulary*
> *Reading Comprehension Strategies*
> *Response to Literacy*
> *Reading of Diverse Works, Cultures, and Time Periods*
> *Reading Informational Text*
>
> **Mathematics reporting categories: Grades 3-8 and 11**:
> *Algebra*
> *Geometry*
> *Measurement*
> *Number Sense*
> *Statistics and Probability*
>
> **Science reporting categories: Grades 5, 8 and 11**:
> *Nature of Science* (not assessed at grade 5)
> *Physical Science*
> *Life Science* (not assessed at grade 8)
> *Earth/Space Science*
> *Science, Technology, Environment, and Society*
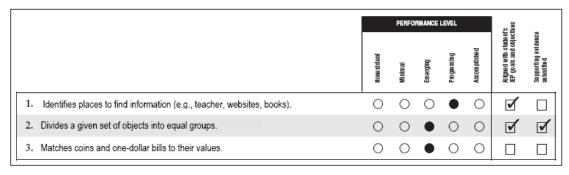
Information Collected on the Rating Forms

The Rating Forms are the basis of the evaluation of student performance on grade-level content to determine grade-level proficiency. Table 2.5 displays an example of the rating form. Task/skill scores like those in Table 2.5 range from 1-5, left-to-right, and are combined within contents to determine an Achievement Level Rating (Introducing, Developing, Applying, or Advancing).

Table 2.5: Rating Form Sample Tasks/Skills

Aligned with student's IEP goals and objectives (column)
The special education teacher must indicate whether each task/skill is aligned with the student's IEP plan by checking the corresponding square (left blank if not a part of the IEP). The assessment

is not intended to be a measure of the student's progress on their IEP; the assessment measures the student's proficiency on grade-level content. The purpose for having teachers identify skills that are aligned with the student's IEP is to encourage them to collect evidence for the supporting evidence component that the student has been provided instruction on throughout the year. The information will also be used to analyze the skills being addressed for this population overall and for planning professional development.

Supporting evidence submitted (column)
The special education teacher must indicate which task/skill ratings are supported with samples of student work (supporting evidence).

In addition, special education teachers were also asked to complete the student survey located on the inside back cover of each Rating Form. The information gathered from this survey will be used to analyze the overall student population participating in the alternate assessment and to plan training and professional development. The survey is presented on the following page.

Student Survey

Dakota STEP-A Student Survey

To be completed only by Rater 1 (student's Special Education teacher)

Within each category, select one of the following statements that best describes your student.

Expressive Language (check the best description)

○ Uses symbolic language to communicate. Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
○ Uses intentional communication, but not at a symbolic language level. Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
○ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

Communication System (check the best description)

The student uses an augmentative communication system in addition to or in place of oral speech.

○ Yes
○ No

Receptive Language (check the best description)

○ Independently follows 1–2 step directions presented through words; does not need additional cues
○ Requires additional cues to follow 1–2 step directions
○ Alerts to sensory input from another person, but requires actual physical assistance to follow simple directions
○ Uncertain response to sensory stimuli

Vision (check the best description)

○ Vision within normal limits
○ Corrected vision within normal limits
○ Low vision; uses vision for some daily activities
○ No functional use of vision for daily activities

Hearing (check the best description)

○ Hearing within normal limits
○ Corrected hearing within normal limits
○ Hearing loss aided, but still with significant loss
○ Profound loss, even with aids
○ Unable to determine functional loss of hearing

Motor (check the best description)

○ No significant motor dysfunction that requires adaptations
○ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)
○ Uses wheelchair, positioning equipment, and/or assistive devices for most activities
○ Requires personal assistance for most/all physical activities

Engagement (check the best description)

○ Initiates and sustains social interactions
○ Responds with social interaction, but does not initiate or sustain social interaction
○ Alerts to others
○ Does not alert to others

Health Issues/Attendance (check the best description)

○ Attends at least 90% of school days
○ Attends approximately 75% of school days; absences due primarily to health issues
○ Attends approximately 50% or less of school days; absences due primarily to health issues
○ Receives homebound instruction due to health issues
○ Highly irregular attendance or homebound instruction due to issues other than health

Reading (check the best description)

○ Reads fluently with critical understanding in print or Braille
○ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille
○ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille
○ Aware of text/Braille, follows directionally, makes letter distinctions, or tells a story from pictures not linked to text
○ No observable awareness of print or Braille

Mathematics (check the best description)

○ Applies conceptual procedures to solve real-life or routine word problems from a variety of contexts
○ Performs computational procedures with or without a calculator
○ Counts with 1:1 correspondence to at least 10 and/or makes numbered sets of items
○ Counts by rote to 5.
○ No observable awareness of or use of numbers

CHAPTER 3: TEST ADMINISTRATION

The administration of the *Dakota STEP-A* is a shared and coordinated effort involving the SD DOE, Pearson, and district and school personnel. Pearson is responsible for printing and shipping test materials to districts as well as receiving and scoring materials from districts following the test administration. Table 3.1 lists the key events and dates for the 2010 *Dakota STEP-A* administration.

Table 3.1: Key Events and Dates for the 2010 *Dakota STEP-A* Administration

Dates	Activities
January 11–14, 2010	Pretest workshops
January 11–15, 2010	Delivery of *Dakota STEP-A* materials to districts
February 1–March 12, 2010	***Dakota STEP-A* test administration**
March 17, 2010	Scorable materials picked up at districts
June 4, 2010	Score reports to districts

3.1 Test Coordinator and Teacher/Examiner Training

The SD DOE and Pearson jointly planned, developed, and conducted training workshops in January 2010 for teachers and test coordinators at four locations across the state. Training included an overview of the test administration, completion of the Rating Form, and the collection and submission of Supporting Evidence. The Rating Forms and Supporting Evidence provided an evaluation of the student's knowledge and ability to demonstrate his or her performance of the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities. The training power point presentation can be found in Appendix C. Participants also reviewed the *Dakota STEP-A Directions for Administering* and the *Test Coordinator's Handbook*. The SD DOE provided additional training for test coordinators to familiarize them with procedures, accommodations, and how to handle any questions or test irregularities.

Steps to complete the assessment:
1. **Rater 1 (Special Education teacher) identifies tasks/skills from the Rating Form for Supporting Evidence**
   Rater 1 should review the Rating Form and select one task/skill from each reporting category for Reading and Mathematics at grades 3 through 8 and 11 and for Science at grades 5, 8, and 11, for which Supporting Evidence will be collected. The collection and documentation of evidence can occur throughout the test administration window (see Table 3.1).

2. **Rater 1 completes the Rating Form**
   Once the Supporting Evidence for each task/skill has been collected and appropriately documented, Rater 1 determines the performance level for the corresponding tasks/skills on the Rating Form based on the Supporting Evidence documentation. Rater 1 also completes all remaining tasks/skills on the Rating Form.
3. **Rater 2 (professionals who work with students on a regular basis) completes a second Rating Form Independently**
   Once Rater 1 has collected and documented all Supporting Evidence and completed the Rating Form, the second Rating Form along with the Supporting Evidence is given to the second rater for completion.
4. **Score Resolution Form**
   Once Rater 2 has completed and returned the Rating Form to Rater 1, Rater 1 will review both Rating Forms and determine which, if any, tasks/skills require a score resolution. Any task/skill with Supporting Evidence that was not rated identically requires a resolution. For all other tasks/skills, it is up to the discretion of Rater 1 as to whether a resolution should be conducted.

3.2 Test Security Guidelines

Test administration must be completed in a timely manner and conducted in such a way as to ensure appropriate and consistent testing conditions, as well as the secure handling of all test materials. Test security guidelines prohibit activities that could result in misrepresentation of results or exposure of confidential student information.

Teachers/examiners administering assessments are not to contribute to test security practices that violate the Code of Professional Ethics set for South Dakota educators. Directions for educators can be found in the South Dakota Professional Teachers Practices and Standards Commission Administrative Rule Codes 24:08:03:01—Obligations to Students, 24:08:03:02—Obligations to the Public, and 24:08:03:03—Obligations to the Profession. The Code of Ethics for professional administrators is cited in Administrative Rule 24:11:03:01.

The SD DOE and Pearson require any person who handles test materials (including test coordinators, building coordinators, and teachers/examiners) to sign a test security agreement/affidavit prior to the test administration stating that they have been made aware of these regulations and procedures and agree to follow them. Participants involved in the development and review of test tasks/skills are required to sign a non-disclosure agreement as well. The *Test Security Agreement/Affidavit* is included in Appendix D.

Dakota STEP-A test materials must be kept in a locked secure location before, during, and after testing sessions. Upon completion of testing, all scorable documents and test materials are to be collected and returned to Pearson. Any missing documents or other potential breaches of security are to be reported to the district test coordinator. If the documents are not found or if a security breach is suspected, the SD DOE must be notified.

CHAPTER 4: ACHIEVEMENT STANDARDS

The cut points for the *Dakota STEP-A* assessment were recommended by standard-setting committees in June 2009 (BIACO, 2009). The details of the standard-setting meetings can be found in the BIACO's final report that was included in the 2009 *Dakota STEP-A* technical report. The recommended cut points were based on the four achievement levels described in the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities—Introducing (Below Basic), Developing (Basic), Applying (Proficient), and Advancing (Advanced). The achievement level descriptors are applicable to all content domains.

4.1 Achievement Levels and Descriptors

Alternate achievement level descriptors are specific for each grade level. These descriptors describe each achievement level and indicate how a student at each level would be expected to perform on grade-level standards based on the Alternate Academic Achievement Descriptors. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate in performance of skills at each level.

Details of the Reading, Mathematics, and Science Alternate Academic Achievement Descriptors for each grade assessed with the *Dakota STEP-A* can be found in Appendix A.

4.2 Achievement Level Cut Points

South Dakota STEP-A Reading, Mathematics, and Science assessment scores are on a raw score scale. The number of points obtained by a student on an assessment serves as the score for that assessment. The number of tasks/skills and maximum possible points by content area are listed in Table 5.4a and Table 5.4b in Chapter 5.

Table 4.1 presents the final cut points approved by the SD DOE for the *Dakota STEP-A* Reading, Mathematics, and Science assessments. The final decision regarding these cut points was a policy decision made by the SD BOE. The SD BOE finalized the proposed cut points recommended by the standard-setting committee.

Table 4.1: Final Cut Points for the *Dakota STEP-A* Assessment

	Grade[1]	Developing (Basic)	Applying (Proficient)	Advancing (Advanced)
Reading	3	49	82	126
	4	49	87	127
	5	59	82	123
	6	50	85	127
	7	53	97	137
	8	69	97	136
	11	70	103	139
Mathematics	3	104	199	290
	4	123	211	290
	5	116	197	272
	6	117	191	263
	7	120	210	305
	8	118	218	308
	11	123	193	274
Science	5	150	205	281
	8	128	175	268
	11	170	307	368

[1] Note that the scores are not on the same scale across grades or across subject areas.

4.3 Achievement Level Results for 2010

Student Participation

Tables 4.2a and 4.2b summarize student participation in the 2010 administration of the *Dakota STEP-A* assessment at each grade level by gender and ethnicity.

Table 4.2a: Student Participation Demographic Data: Gender

Grade	N-Count	Female	Male
3	122	47	75
4	123	47	76
5	127	43	84
6	106	39	67
7	106	40	66
8	123	47	76
11	109	43	66
Total	**816**	**306**	**510**

Data file 06/01/2010.

Table 4.2b: Student Participation Demographic Data: Ethnicity

Grade	N-Count	American Indian or Alaskan Native	Asian or Pacific Islander[*]	Black/ African American[*]	Hispanic[*]	White
3	122	23	--	--	--	88
4	123	27	--	--	--	84
5	127	31	--	--	--	78
6	106	28	--	--	--	70
7	106	21	--	--	--	77
8	123	21	--	--	--	90
11	109	14	--	--	--	85
Total	816	165	16	35	22	572

[*]Sample size is smaller than 10, so it is not reported due to confidentiality concerns.
Data file 06/01/2010.

Achievement Level Results

Table 4.3 provides the percentage of students classified into each achievement level on the *STEP-A* Reading, Mathematics, and Science assessments for grades 3–8 and 11. The percentage of students who were classified into the Applying level ranges from 24 to 45 for the Reading test, 22 to 36 for the Mathematics assessment, and 16 to 35 for the Science test. There were 19 to 29% of students classified into the Advancing level for Reading, 20 to 36% for Mathematics, and 20 to 23% for the Science test.

Table 4.3: Percent of Students in Each Achievement Level

	Grade	N-Count	Introducing (Below Basic)	Developing (Basic)	Applying (Proficient)	Advancing (Advanced)
Reading	3	122	15	19	39	27
	4	123	15	28	38	19
	5	127	18	16	45	21
	6	106	14	23	42	22
	7	106	11	30	31	27
	8	123	21	16	33	29
	11	109	24	29	24	23
Mathematics	3	122	14	20	31	35
	4	123	24	24	33	20
	5	127	17	22	30	31
	6	106	14	28	25	33
	7	106	17	19	36	28
	8	123	17	20	27	36
	11	109	21	28	22	29
Science	5	127	24	21	31	23
	8	123	25	18	35	22
	11	109	27	38	16	20

Data File 06/01/2010.

Table 4.4 summarizes student performance by the number and percent of students by gender in each of the four Achievement Levels. The most notable discrepancies in the classification of males and females were for the Science test, where more male students were classified into the Applying and Advancing levels, and for the Mathematics assessment, where more male students were classified into the Advancing level.

Table 4.4: Achievement Level Results by Gender

	Gender	Introducing (Below Basic)		Developing (Basic)		Applying (Proficient)		Advancing (Advanced)		Total
		#	%	#	%	#	%	#	%	
Reading	Female	64	21	59	19	111	36	72	24	306
	Male	75	15	126	25	185	36	124	24	510
	Total	**139**	**17**	**185**	**23**	**296**	**36**	**196**	**24**	**816**
Mathematics	Female	65	21	69	23	87	28	85	28	306
	Male	81	16	117	23	150	29	162	32	510
	Total	**146**	**18**	**186**	**23**	**237**	**29**	**247**	**30**	**816**
Science	Female	38	29	40	30	32	24	23	17	133
	Male	53	23	50	22	68	30	55	24	226
	Total	**91**	**25**	**90**	**25**	**100**	**28**	**78**	**22**	**359**

Data file 06/01/2010.

Table 4.5: Achievement Level Results by Ethnicity

Ethnicity	Introducing (Below Basic)		Developing (Basic)		Applying (Proficient)		Advancing (Advanced)		Total
	#	%	#	%	#	%	#	%	
Reading									
Amer. Indian/ Alaskan Native	33	20	40	24	61	37	31	19	165
Asian or Pacific Islander*	--	--	--	--	--	--	--	--	16
Black/ African American*	--	--	--	--	16	46	--	--	35
Hispanic*	--	--	--	--	--	--	--	--	22
White	88	15	132	23	207	36	145	25	572
Total	**138**	**17**	**182**	**22**	**295**	**36**	**195**	**24**	**810**
Mathematics									
Amer. Indian/ Alaskan Native	26	16	50	30	45	27	44	27	165
Asian or Pacific Islander*	--	--	--	--	--	--	--	--	16
Black/ African American*	--	--	--	--	10	29	12	34	35
Hispanic*	--	--	--	--	--	--	--	--	22
White	102	18	122	21	174	30	174	30	572
Total	**145**	**18**	**184**	**23**	**235**	**29**	**246**	**30**	**810**
Science									
Amer. Indian/ Alaskan Native	15	23	18	27	16	24	17	26	66
Asian or Pacific Islander*	--	--	--	--	--	--	--	--	--
Black/ African American*	--	--	--	--	--	--	--	--	14
Hispanic*	--	--	--	--	--	--	--	--	13
White	62	25	65	26	71	28	55	22	253
Total	**90**	**25**	**86**	**24**	**101**	**28**	**78**	**22**	**355**

*Sample size is smaller than 10, so it is not reported due to confidentiality concerns.
Data file 06/01/2010.

The score pattern in the Applying level based on the total raw score is included in the Appendix E. It shows the number of students who obtained a particular score point in the Applying level (which is equivalent to the Proficient level) with different kind of pattern. For example, how many zero to five points a student gets to obtain that particular raw score point.

CHAPTER 5: SCORING AND REPORTING

The 2010 *Dakota STEP-A* assessment consists of two components: the Rating Form and Supporting Evidence. Special education teachers were required to submit Supporting Evidence (samples of student work) that supported ratings for tasks/skills selected from the Rating Form. The scores from the Rating Form were combined to determine an Achievement Level Rating (Introducing, Developing, Applying, or Advancing).

5.1 Scoring of the Assessment

The *Dakota STEP-A* consists of a teacher-administered Rating Form with a five-point rubric that is administered within a six week testing window. The rubric consists of five performance levels—Nonexistent, Minimal, Emerging, Progressing, and Accomplished. Two Rating Forms are completed for each student.

The student's special education teacher (Rater 1) is required to independently evaluate the student's performance relative to the tasks/skills on the grade-specific Rating Form. Rater 1 is also required to document examples of each student's work and provide Supporting Evidence for one task within each of the five content-specific indicators for Reading, five goals for Mathematics, and four (for grades 5 and 8) or five (for grade 11) goals for Science. The Supporting Evidence is not scored per se; it is provided to support the rating of selected tasks/skills on the Rating Form.

Rater 2 then independently evaluates the student's performance relative to the tasks/skills on the grade-specific Rating Form. Supporting Evidence, collected and documented by Rater 1 is provided to Rater 2 (one who works with the student on a regular basis, but cannot be the student's parent) in order for Rater 2 to independently complete the second Rating Form for each student. When complete, Rater 2 returns his or her completed Rating Form and the Supporting Evidence to Rater 1 for resolution.

Rater 1 then reviews Rater 2's scores on the Rating Form and completes the Score Resolution worksheet for any variances in scores. Score resolution is required for any task/skill for which there is Supporting Evidence provided. Resolution for remaining variances is recommended, but not required. The score resolutions were entered onto the resolution worksheet only; no ratings were changed on the rating form. The teacher then prepared the materials to be returned to Pearson, where raters from Pearson Performance Scoring Center evaluated the Supporting Evidence and Data Collection Form and provided their own ratings.

Rating Form Scoring Rubric
In September 2006, a committee of South Dakota special and general education teachers was convened to review and make recommendations for changes to the Rating Form scoring rubric. The rubric was revised to reflect five levels of skill attainment and was reviewed and approved by the SD DOE for the 2010 assessment use. Table 5.1 provides the rating form scoring rubric for the *Dakota STEP-A* assessment.

Table 5.1: Rating Form Scoring Rubric

Performance Level	Performance Description
Nonexistent Score Point 1	Student may be aware of or attend to the task in a highly structured setting but is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
Minimal Score Point 2	Student attends to a task and can respond to some part of the knowledge and skills in at least one setting given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt either correct or incorrect with accuracy up to 25%.
Emerging Score Point 3	After instruction and/or modeling, student performance may be somewhat inconsistent in terms of accuracy, but student can respond to most or all of task in at least one setting with moderate prompting if necessary with accuracy generally ranging from 25–49%.
Progressing Score Point 4	Student consistently performs task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in middle of task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished Score Point 5	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Supporting Evidence

The Supporting Evidence component of the *Dakota STEP-A* assessment consists of samples or documentation of student work collected by the special education teacher (Rater 1) for each of the reporting categories. Supporting Evidence submissions were to be typical of student performance on a specific task or skill. They should also be clear and understandable to an independent third party evaluating the work sample.

Supporting Evidence was to be provided in any format that allowed an independent evaluator to understand the student's performance on a particular skill, such as:

- A work sample, such as a worksheet, an essay, or a model.
- Annotated photographs that show the student accomplishing the entire task.
- Videos of the student with an explanation of the task.
- Audiotapes with scripts of oral tasks, etc.

Tasks/activities aligned to the student's IEP should be selected for Supporting Evidence. The sample submitted should provide evidence of performance on an entire task (or as much of the task as a student accomplished). For example, if photographs are submitted, the photos should show the entire process of completing the task, not just the end product. The mode of the work sample should take into account the skill and how it is performed (e.g., on paper for written work, on videotape for visually perceptible tasks, or on audiotape for oral tasks).

Supporting Evidence was collected for each of the following content objectives:

Reading—a total of five submissions, one from each of the following content indicators for students in grades 3 through 8 and 11.
1. Reading Vocabulary
2. Reading Comprehension Strategies

3. Response to Literacy
4. Reading of Diverse Works, Cultures, and Time Periods
5. Reading Informational Text

Mathematics—a total of five submissions, one from each of the following content goals for students in grades 3 through 8 and 11.
1. Algebra
2. Geometry
3. Measurement
4. Number Sense
5. Statistics and Probability

Science—a total of four or five submissions, one from each of the following content goals for students in grades 5, 8, and 11.
1. Nature of Science   (grades 8 and 11 only)
2. Physical Science   (grades 5, 8, and 11 only)
3. Life Science   (grades 5 and 11 only)
4. Earth/Space Science   (grades 5, 8, and 11 only)
5. Science, Technology, Environment, and Society (grades 5, 8, and 11 only)

Table 5.2 also presents a summary of the number of Supporting Evidence required by content and grade level.

Table 5.2: Number of Supporting Evidence by Content and Grade

Grade	Reading	Mathematics	Science	Total Number of Supporting Evidence
	Indicators	Goals	Goals	
3	5	5	0	10
4	5	5	0	10
5	5	5	4	14
6	5	5	0	10
7	5	5	0	10
8	5	5	4	14
11	5	5	5	15

Data Collection Form

Each submission of Supporting Evidence was required to be documented fully by Rater 1 on the Data Collection Form. Rater 1 completed one Data Collection Form for each submission of Supporting Evidence. This form was used to summarize and provide documentation of the student work sample and includes the following information:

1. The content area and Rating Form task number for which the evidence is being submitted.
2. The date(s) assessed and the number of trials.
3. The range of scores obtained.

4. The setting(s) and personnel.
5. The type of evidence submitted.
6. A narrative addressing each of the following for the Supporting Evidence:
   - Description of activity
   - Student response
   - Type and level of support (prompts/cues)
   - Frequency
   - Accuracy

The Data Collection Form was designed to provide Rater 2 and the Pearson PSC with detailed documentation to support the rating of the specific task selected from the Rating Form.

Score Resolution Worksheet

Once Rater 2 completed and returned the Supporting Evidence and second Rating Form to Rater 1, Rater 1 reviewed both Rating Forms to determine which, if any, tasks required score resolution. All tasks with Supporting Evidence that were not rated identically required resolution prior to submitting evidence to Pearson for scoring. Resolution of scores for tasks without Supporting Evidence was at the discretion of Rater 1.

Raters 1 and 2 reviewed the ratings and Supporting Evidence in order to reach consensus on a score. Ratings were not changed on the Rating Forms; a Score Resolution Worksheet was completed to document the agreed-upon score.

Completing the Score Resolution Worksheet involved the following steps

1. Complete the Rater 1 and Rater 2 information as well as the student information.
2. Identify the Rating Form task number(s) for which a consensus score is reached.
3. Enter the rating(s) for each task listed by Rater 1.
4. Enter the rating(s) for each task listed by Rater 2.
5. Enter the Final Resolution Rating.

The Data Collection Form and Score Resolution Worksheet are presented on the following pages.

Data Collection Form for Supporting Evidence

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____   Student Information Number (SIMS): _____

Grade: _____   School: _____

Date: _____   District: _____

Content Area: _____   Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

_____

Range of Scores Obtained: _____

_____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)

_____

_____

Type of Evidence Included:

   ☐ Work sample   ☐ Media – photo, video, audio

   ☐ Data Collection Form   ☐ Other: _____

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

   ① Description of activity   ④ Frequency

   ② Student response   ⑤ Accuracy

   ③ Type and level of support (prompts/cues)

_____

_____

_____

_____

_____

_____

_____

_____

Score Resolution Worksheet

Dakota STEP-A
Score Resolution Worksheet
Name of Rater 1 (Special Education Teacher):

_____

Name of Rater 2:

_____

Student Name:

_____

Student ID#: _____ Grade: _____

School: _____ School Code: _____

District: _____ District Code: _____

Item Number	Rater 1 (Special Education Teacher)					Rater 2					Final Resolution Rating				
	Nonexistent	Minimal	Emerging	Progressing	Accomplished	Nonexistent	Minimal	Emerging	Progressing	Accomplished	Nonexistent	Minimal	Emerging	Progressing	Accomplished

Pearson Performance Scoring Center Scoring of Supporting Evidence

The following sections outline the procedures used by the Pearson PSC to verify and maintain the reliability and accuracy of the scoring process and results. The role of PSC scorers is to evaluate the Supporting Evidence submitted for each task/skill as identified on the Rating Form, the Data Collection Form, the artifact, and other documentation of work (videos, photos, graded samples of work, etc.) and determine the student's achievement level.

Recruitment of Scorers and Selection of Scoring Supervisors

Scorers were recruited from a pool of college-degreed, experienced PSC scorers. All selected were teachers, some with special education experience. After completing formal training prior to scoring, scorers were continually monitored (back-reading) for quality and accuracy during scoring. Back-reading is the process by which a scoring director reviews a percentage of each scorer's work to assess accuracy. Any issues/deficiencies discovered are corrected with individual or group training. The scoring director assigned to 2010 *Dakota STEP-A* had 20 years teaching experience and a high level of expertise in training and working with scorers and conducting back-reading.

Training of PSC Scorers

Training began with an overview of the scoring process, followed by specifics on how to score the *Dakota STEP-A* Supporting Evidence, and introduction of quality-control procedures.

Scorers were trained to score all grade levels and content areas and were encouraged to take notes throughout the training process. The *Dakota STEP-A* scoring rules were presented and scorers were also provided with:

- Directions for Administering and Rating Forms for each grade.

- The criteria for acceptable Supporting Evidence.

- An in-depth review and discussion of the scoring rules and guidelines.

Scoring Procedure for Supporting Evidence

Each artifact within the Supporting Evidence was scored and 10% of the scores were back-read. If a score or condition code could not be determined based on established scoring rules, the SD DOE was consulted. All the scoring decisions or policy rulings were documented by the scoring director.

PSC scoring was completed with no knowledge of the rating given by Rater 1 and Rater 2. The purpose of the PSC scoring of the supporting evidence is to validate the scoring provided by Rater 1 and Rater 2; therefore one PSC Reader was assigned to score the entire portfolio of Supporting Evidence for the same student.

Fields completed after PSC scoring include:
- Evidence Not Aligned to Task/Skill (N): This classification will be given when work samples submitted are not at grade level. This will be carried as a score of 1. Circle the corresponding score (1) in the PSC Rating Column.

- Incomplete Evidence (I): This classification will be given when work samples submitted are not sufficient to score. This will be carried as a score of 1. Circle the corresponding score (1) in the PSC Rating Column.

- PSC Rating: Score obtained is to be circled (0, 1, 2, 3, 4, 5).

- NWS: No Work Samples: This is to be carried as a score of 0 (zero). Circle the corresponding score (0) in the PSC Rating Column.

Final Scores

The final scores of tasks/skills without Supporting Evidence were determined based on the extent of agreement between the two raters. When the two ratings were identical, the agreed-upon score was given on the task/skill. When the two ratings differed and the teacher decided that a resolution was necessary, the resolution score was taken. When the two ratings differed and no resolution was conducted, the average of the two ratings was taken.

For tasks/skills with Supporting Evidence, score resolution was required between Rater 1 and Rater 2 if their two ratings were not identical prior to submission of documents for scoring. The PSC score was compared to the agreed rating. If the PSC score was equal or adjacent to the agreed score, then the agreed score was given on the task/skill. If the PSC score was not adjacent or equal to the agreed score between Rater 1 and Rater 2, then the PSC score was given on the task/skill. Table 5.3 presents the rules for computing the final scores for an examinee from the PSC and rater resolution scores. The table shows that the PSC score may determine what the student's final score can be. For example, if the resolution score is 5, but PSC score is 3 or 4, the student's final score can be 4.

Table 5.3: Resolution Scores between PSC and Rater Resolution

If Resolution Score is	and PSC Score is equal or adjacent	Final Score is then
1	1,2	1
2	1,2,3	2
3	2,3,4	3
4	3,4,5	4
5	4,5	5

NOTE: If PSC score is not equal or adjacent then PSC score will override for Final score

Every submission of Supporting Evidence received a score, including the following instances:

- **N**: Supporting Evidence not aligned to Rating Form task/skill or off grade—the score for that task/skill was forced to one (1).
- **I:** Incomplete Supporting Evidence to evaluate—the score for that task/skill was forced to one (1).
- **NWS**: No work sample—the total score for a content area reporting category was forced to zero (0).

Number of Tasks/Skills and Points Possible

Table 5.4a and 5.4b detail the number of tasks/skills within each reporting category of each grade-level Rating Form and the total points possible (based on the Rating Form rubric shown in Table 5.1). The valid task/skill values are as following:

- **Valid Task/Skill Values for tasks/skills without supporting evidence:**
  1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0
- **Valid Task/Skill Values for tasks/skills with supporting evidence:**
  0.0, 1.0, 2.0, 3.0, 4.0, 5.0

Table 5.4a: Tasks/Skills and Points Possible by Content Area (Grades 3–6)

	3		4		5		6	
	Tasks/ Skills	Points	Tasks/ Skills	Points	Tasks/ Skills	Points	Tasks/ Skills	Points
TOTAL READING	**35**	**175**	**35**	**175**	**35**	**175**	**35**	**175**
Reading Vocabulary	7	35	7	35	7	35	7	35
Reading Comprehension Strategies	7	35	7	35	7	35	7	35
Response to Literacy	7	35	7	35	7	35	7	35
Reading of Diverse Works, Cultures, and Time Periods	7	35	7	35	7	35	7	35
Reading Informational Text	7	35	7	35	7	35	7	35
TOTAL MATH	**84**	**420**	**77**	**385**	**84**	**420**	**77**	**385**
Algebra	28	140	21	105	28	140	21	105
Geometry	14	70	14	70	14	70	14	70
Measurement	7	35	7	35	7	35	7	35
Number Sense	21	105	21	105	21	105	21	105
Statistics and Probability	14	70	14	70	14	70	14	70
TOTAL SCIENCE					**70**	**350**		
Nature of Science					0	0		
Physical Science					21	105		
Life Science					21	105		
Earth/Space Science					14	70		
Science, Technology, Environment, and Society					14	70		
TOTAL *STEP-A*	**119**	**595**	**112**	**560**	**189**	**945**	**112**	**560**

Table 5.4b: Tasks/Skills and Points Possible by Content Area (Grades 7, 8, and 11)

	7		8		11	
	Tasks/ Skills	Points	Tasks/ Skills	Points	Tasks/ Skills	Points
TOTAL READING	**35**	**175**	**35**	**175**	**35**	**175**
Reading Vocabulary	7	35	7	35	7	35
Reading Comprehension Strategies	7	35	7	35	7	35
Response to Literacy	7	35	7	35	7	35
Reading of Diverse Works, Cultures, and Time Periods	7	35	7	35	7	35
Reading Informational Text	7	35	7	35	7	35
TOTAL MATH	**84**	**420**	**84**	**420**	**77**	**385**
Algebra	28	140	28	140	21	105
Geometry	14	70	14	70	14	70
Measurement	7	35	7	35	7	35
Number Sense	21	105	21	105	21	105
Statistics and Probability	14	70	14	70	14	70
TOTAL SCIENCE			**63**	**315**	**84**	**420**
Nature of Science			14	70	14	70
Physical Science			14	70	21	105
Life Science			0	0	21	105
Earth/Space Science			21	105	14	70
Science, Technology, Environment, and Society			14	70	14	70
TOTAL *STEP-A*	**119**	**595**	**182**	**910**	**196**	**980**

5.2 Reporting of the Assessment

Results of the *Dakota STEP-A* assessment are provided to the SD DOE in a data file from which individual parent/student reports are produced. School roster paper reports are provided to districts for distribution to schools.

School Roster Report

The School Roster Report presents a listing of students who participated in the *Dakota STEP-A* assessment with their respective scores and achievement levels for the total assessment as well as each content area and reporting category. A sample School Roster Report is presented on the following page. Three of the scores reported in the report are defined below.

Total Points Possible: Maximum score points for the total assessment, as well as each content area and reporting category.

Actual Score: Actual score points for the total assessment as well as each content area and reporting category, including any adjusted scores for tasks/skills with Supporting Evidence.

Perf. Level (Performance or Achievement Level): It is determined by the actual point value for the total assessment as well as each content area and reporting category.

School Roster Report

SD State Test of Educational Progress – Alternate
SCHOOL ROSTER REPORT
for
SAMPLE SCHOOL

District: WWWWWWWWWWWWWWWWWWWWWWWWWWWWWW   Grade: 03   Test Date: 02/01/2010

DAKOTA STEP-A

Student listing is alphabetical

Performance Level Legend
INT – Introducing
DEV – Developing
APP – Applying
ADV – Advancing

	READING						MATHEMATICS					
	TOTAL READING	Reading Vocabulary	Reading Comprehension	Literary Response	Reading Diverse Works	Informational Texts	TOTAL MATHEMATICS	Algebra	Geometry	Measurement	Number Sense	Statistics & Probability
Total Points Possible	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					
WWWWWWWWWWWW, WWWWWWWWWW W Student Number: XXXXXXXXX							Date of Birth: MM/DD/YYYY					
Actual Score	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X	XXX,X
Perf. Level	XXX						XXX					

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CHAPTER 6: RELIABILITY

A test is reliable to the extent that a student's scores are nearly the same on repeated measurements with the same test. In other words, a test is characterized as reliable if it yields consistent scores.

It is important to note the relationship and distinction between reliability (consistency) and validity (meaningfulness). A valid test score must be reliable, but a reliable test score may not be valid. In other words, *reliability is a necessary but not sufficient condition for validity*.

- Reliability refers to the stability or consistency of assessment information, not the appropriateness of the assessment information collected.

- Reliability is a matter of degree; it does not exist on an all-or-none basis.

- Reliability is a necessary but not sufficient condition for validity. An assessment that provides inconsistent results cannot be relied upon to provide useful information. If important educational decisions are to be made from a test, the resulting score(s) must be highly reliable.

To evaluate the consistency of scores assigned by different raters, two or more raters must score the same set of student performances. Similarly, an evaluation of the consistency of scores obtained in response to different forms of a test or different collections of performance-based assessment tasks requires the administration of both test forms or collections of tasks with the same group of students. Whether the focus is on inter-rater consistency or the consistency across forms or collections of tasks, consistency may be expressed in terms of shifts in the relative standing of students in the group or in terms of the amount of variation to be expected in a student's score. We report consistency in the case of inter-rater judgments by means of a correlation coefficient and the percentage agreement; we report consistency across forms of a test by means of a correlation coefficient. Factors that can influence assessment results include the number of tasks/skills on a test and the objectivity of the scoring of the tasks/skills. In general with all things being equal, the larger the number of tasks on an assessment, the higher the reliability will be, because a longer assessment will most likely provide a better sample of the knowledge and skills being measured.

Reliability is the quantification of the consistency of results from a measurement. Measuring consistently is a necessary requirement for making meaningful score interpretations. For the *Dakota STEP-A* assessment, several aspects of reliability were considered, the first of which is the consistency of ratings in the Rating Form. For the Rating Form, reliability was measured by the consistency of ratings in a particular content area between Rater 1 and Rater 2 before resolution. Raters' agreement on the *Dakota STEP-A* assessment and on the corresponding reporting categories were calculated. The Cronbach's coefficient alpha was calculated for each of the tests and their respective reporting categories as an indication of the internal consistency of the tests. The statistics on tasks/skills were also provided on each of the *Dakota STEP-A* assessments.

Inter-rater Correlation

Inter-rater correlation was computed for the *Dakota STEP-A* Reading and Mathematics assessments for grades 3–8 and 11, and Science for grades 5, 8, and 11. Tables 6.1 to 6.3 contain the inter-rater correlation between the two ratings of Rater 1 and Rater 2 prior to the resolution.

In these tables, neither Rater 1 nor Rater 2 is a single individual across all students. In most cases, each student in the table is rated by a different pair of raters. Table 6.1 has the inter-rater correlation for the Reading assessment, Table 6.2 for the Mathematics assessment, and Table 6.3 for the Science assessment. Note that the sample sizes were relatively small for all of the grades, and the range of rater scores was large, suggesting notable differences in the capabilities of the students being rated. This possibility might explain why the standard deviation of the rater scores was relatively large.

Table 6.1: Inter-Rater Correlation of the Reading Assessment

Grade	Rater	N-count	Mean	Standard Deviation	Minimum	Maximum	Correlation
3	1	122	100.5	36.7	35	168	
	2	122	96.7	35.9	35	168	.93
4	1	123	95.4	35.6	35	158	
	2	123	92.1	34.6	35	160	.95
5	1	127	98.7	33.5	35	161	
	2	127	95.9	35.2	35	159	.90
6	1	106	99.1	36.0	35	166	
	2	106	100.8	37.8	35	172	.92
7	1	106	107.4	37.3	38	172	
	2	106	110.3	38.5	38	174	.94
8	1	123	109.8	40.2	35	174	
	2	123	108.5	41.8	35	175	.91
11	1	109	105.9	39.2	38	175	
	2	109	102.9	39.2	37	175	.94

Data file 06/01/2010.

Table 6.2: Inter-Rater Correlation of the Mathematics Assessment

Grade	Rater	N-count	Mean	Standard Deviation	Minimum	Maximum	Correlation
3	1	122	246.9	95.4	84	402	
	2	122	239.8	96.3	84	415	.94
4	1	123	214.1	84.5	77	367	
	2	123	206.5	84.3	77	363	.94
5	1	127	230.0	85.6	84	385	
	2	127	220.4	87.5	84	385	.90
6	1	106	217.4	83.6	77	361	
	2	106	220.1	86.5	77	366	.92
7	1	106	246.4	95.1	84	407	
	2	106	249.9	95.5	84	402	.95
8	1	123	251.7	98.4	84	416	
	2	123	248.9	100.4	84	415	.91
11	1	109	225.0	86.8	77	385	
	2	109	222.1	87.5	77	385	.95

Data file 06/01/2010.

Table 6.3: Inter-Rater Correlation of the Science Assessment

Grade	Rater	N-count	Mean	Standard Deviation	Minimum	Maximum	Correlation
5	1	127	215.4	77.2	70	343	
	2	127	204.8	80.3	70	343	.91
8	1	123	194.3	76.7	54	314	
	2	123	190.6	80.2	48	315	.90
11	1	109	267.2	102.7	90	420	
	2	109	261.3	105.1	89	420	.94

Data file 06/01/2010.

The Pearson correlation coefficient between the two raters' scores on the Rating Form ranges from .90 to .95 for the Reading and Mathematics assessments, and .90 to .94 for the Science test.

Percentage of Rating Agreement

Rater agreement can be expressed in terms of perfect agreement (percentage of cases where the first rating equals the second rater's scores). High inter-rater agreement implies that the scoring process and scoring rules are being applied consistently across raters. The percentage of rater agreement prior to resolution was computed for the Reading, Mathematics, and Science assessments. The percentage of perfect agreement between the two raters ranges from 76% to 88% for the Reading and Mathematics assessments, and 74% to 86% for the Science assessment. Only 1 to 2 percent of ratings had 3 points difference (Science grade 11 had 0%), and 1% of rating had 4 points difference (Reading grades 3 to 5, 7 and Mathematics grade 7 had 0%). The score value differences for each grade and subject area are shown in Table 6.4.

Tables 6.5 through 6.7 contain the percentage of rating agreement for the reporting categories for the *Dakota STEP-A* Reading, Mathematics, and Science assessments. The rating value difference listed in the tables represents the difference between two raters' scores on the reporting categories. The perfect agreement between the two raters prior to resolution ranges from 77% to 89% for Reading Vocabulary of the Reading assessment , 71% to 87% for Reading Comprehension Strategies, 77% to 87% for Response to Literacy, 76% to 89% for Reading of Diverse Works*,* Cultures, and Time Periods, and 75% to 87% for Reading Informational Text. Similarly, the percentage of perfect agreement between the two raters for the reporting categories of the Mathematics test was in the range of 74% to 90%, and Science assessments was in the range of 73% to 87%. There is a 1% or 2% incidence of a three-point difference in two ratings, and occasionally a 1% incidence of a 4-point rating difference. Task/skill rating agreement is listed in Appendix F for the *Dakota STEP-A* Reading, Mathematics, and Science assessments, respectively. Percentage of students with Supporting Evidence by task/skill is presented in Appendix G.

Table 6.4: Percentage of Rating Agreement for the *Dakota STEP-A* Assessment

Test	Grade	Rating Value Difference				
		0	**1**	**2**	**3**	**4**
Reading	3	80	15	3	1	0
	4	78	18	3	1	0
	5	76	18	4	1	0
	6	81	16	2	1	1
	7	76	20	3	1	0
	8	81	15	2	1	1
	11	88	10	1	1	1
Mathematics	3	83	13	3	1	1
	4	78	18	3	1	1
	5	76	17	4	1	1
	6	81	16	2	1	1
	7	77	19	3	1	0
	8	81	15	2	1	1
	11	88	10	1	1	1
Science	5	74	19	4	2	1
	8	81	14	2	1	1
	11	86	11	1	0	1

Data file 06/01/2010.

Table 6.5: Percentage of Rating Agreement for the Reading Reporting Categories

Grade	Reporting Category	Rating Value Difference				
		0	1	2	3	4
3	Vocabulary	84	11	2	1	1
	Comprehension	78	17	3	2	0
	Literacy	79	16	4	1	0
	Diverse Works	82	15	3	1	0
	Informational Text	79	16	4	1	0
4	Vocabulary	77	18	4	0	0
	Comprehension	78	18	3	0	0
	Literacy	79	19	2	0	0
	Diverse Works	76	19	3	1	0
	Informational Text	79	16	3	1	0
5	Vocabulary	80	15	5	1	0
	Comprehension	71	22	4	2	1
	Literacy	77	18	4	1	0
	Diverse Works	79	15	5	2	0
	Informational Text	75	19	4	2	0
6	Vocabulary	83	13	3	1	0
	Comprehension	83	14	2	0	1
	Literacy	79	18	3	1	0
	Diverse Works	78	18	2	1	1
	Informational Text	82	16	1	1	0
7	Vocabulary	81	17	1	1	0
	Comprehension	73	23	4	1	0
	Literacy	77	20	3	0	0
	Diverse Works	76	19	4	1	0
	Informational Text	75	21	3	1	0
8	Vocabulary	82	14	2	1	1
	Comprehension	82	15	1	1	1
	Literacy	82	14	2	1	1
	Diverse Works	80	16	2	1	1
	Informational Text	82	13	3	1	1
11	Vocabulary	89	9	1	1	0
	Comprehension	87	10	1	1	1
	Literacy	87	10	2	1	1
	Diverse Works	89	8	2	1	1
	Informational Text	87	12	1	1	1

Data file 06/01/2010.

Table 6.6: Percentage of Rating Agreement for the Mathematics Reporting Categories

Grade	Reporting Category	Rating Value Difference				
		0	**1**	**2**	**3**	**4**
3	Algebra	83	13	3	1	1
	Geometry	81	13	3	1	1
	Measurement	80	16	3	1	0
	Number Sense	84	12	2	1	1
	Statistic	82	14	3	1	0
4	Algebra	77	18	4	1	0
	Geometry	76	19	4	1	1
	Measurement	77	19	3	1	0
	Number Sense	80	16	2	1	1
	Statistic	76	19	4	1	0
5	Algebra	76	17	4	1	1
	Geometry	74	19	5	2	0
	Measurement	77	18	3	1	1
	Number Sense	78	16	4	1	0
	Statistic	75	18	5	1	0
6	Algebra	82	14	2	1	0
	Geometry	80	16	3	1	1
	Measurement	82	15	2	0	0
	Number Sense	81	16	2	1	0
	Statistic	78	17	3	1	1
7	Algebra	78	18	3	1	0
	Geometry	76	19	4	1	0
	Measurement	77	19	4	0	0
	Number Sense	79	19	2	0	0
	Statistic	77	20	3	1	0
8	Algebra	81	14	2	1	1
	Geometry	81	16	2	1	1
	Measurement	84	12	2	1	1
	Number Sense	80	16	2	1	1
	Statistic	81	15	2	1	1
11	Algebra	88	10	1	1	1
	Geometry	86	11	1	1	1
	Measurement	90	8	1	0	1
	Number Sense	88	10	1	1	1
	Statistic	88	10	1	0	0

Data file 06/01/2010.

Table 6.7: Percentage of Rating Agreement for the Science Reporting Categories

Grade	Reporting Category	Rating Value Difference				
		0	**1**	**2**	**3**	**4**
5	Physical Science	73	20	5	1	1
	Life Science	74	20	4	2	1
	Earth Science	74	21	4	1	0
	Science, Society	77	17	4	2	1
8	Nature Science	80	16	2	1	1
	Physical Science	84	12	2	1	1
	Earth Science	81	14	2	1	1
	Science, Society	80	14	3	2	1
11	Nature Science	87	12	1	0	1
	Physical Science	86	11	1	1	1
	Life Science	87	11	1	1	1
	Earth Science	86	12	1	0	1
	Science, Society	87	11	2	0	1

Data file 06/01/2010.

Internal Consistency and Task/Skill Statistics

Reliability indices for the *Dakota STEP-A* assessments were computed using the Cronbach's coefficient alpha. Alpha estimates reliability as a function of variation in the sample of tasks/skills used to assess an examinee's proficiency. Variation due to the occasion on which the test was taken is not included in this reliability estimate.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_i \sigma_i^2}{\hat{\sigma}_X^2}\right)$$

k is the number of tasks/skills in the test, σ_i^2 is the variance of the task/skill i, and $\hat{\sigma}_X^2$ is the total test variance. The overall standard error of measurement (SEM) for raw scores was computed using the traditional formula:

$$SEM = SD\sqrt{1 - reliability}$$

SD is the standard deviation of the total test. The SEM represents the uncertainty related to the raw score, which is a constant across all raw scores. It is the standard deviation of the raw scores that an examinee would hypothetically obtain if he or she took the test anew an infinite number of times (i.e., without the benefit of practice effects).

Tables 6.8 to 6.10 have the Cronbach's coefficient alpha, SEM, and other descriptive information for each reporting category and respective subject. The Cronbach's coefficient alpha for the Reading assessment ranges from 0.98 to 0.99 across the grades. For the Reading Vocabulary reporting category, the reliability is from 0.92 to 0.96. For the Reading Comprehension Strategies reporting category, the reliability ranges from 0.94 to 0.97. For the Response to Literacy reporting category, it is from 0.92 to 0.96. It is from 0.93 to 0.96 for the Reading of Diverse Works, Cultures, and Time Periods reporting category; and for the Reading Informational Text reporting category it

is from 0.92 to 0.96. The SEM ranges from 4.1 to 4.9 for the Reading assessment and from 1.6 to 2.2 for the reporting categories.

The reliability coefficient for the Mathematics assessment is around 0.99, while the reliability for each of the reporting categories ranges from 0.98–0.99 (Algebra), 0.96–0.98 (Geometry), 0.93–0.95 (Measurement), 0.98–0.99 (Number of Sense), and 0.97–0.98 (Statistic) across the grades. The SEM ranges from 6.2 to 7.7 for the Mathematics test and from 1.8 to 3.9 for the reporting categories.

The reliability for the total Science assessment is around 0.99 and that for the reporting categories are all above 0.97. The SEM ranges from 2.2 to 3.3 for the reporting categories, while it ranges from 5.4 to 7.4 for the Science assessment across the grades.

Statistical Analyses

Appendix H contains the average rating on each task/skill, which includes average rating, and average rating divided by total points. Tables 6.11 and 6.12 have the descriptive statistics for the average rating on tasks/skills, and task/skill average rating divided by task/skill total points for each of the *Dakota STEP-A* assessments. The mean of the task/skill average rating ranges from 2.6 to 3.1 for the Reading assessment, 2.6 to 3.0 for the Mathematics test, and 2.9 to 3.1 for the Science assessment. The task/skill average rating divided by number of points is from 0.5 to 0.6 for the Reading test, 0.5 to 0.6 for the Mathematics assessment, and around 0.6 for the Science test.

Table 6.8: Cronbach's Coefficient Alpha for the Reading Assessment

Grade	Subject	N-Count	Number of Tasks/Skills	Points Possible	Mean	Standard Deviation	Reliability	SEM
3	Vocabulary	122	7	35	23.1	8.8	0.95	1.9
	Comprehension		7	35	21.1	7.5	0.94	1.8
	Literacy		7	35	18.9	7.9	0.94	2.0
	Diverse Works		7	35	16.2	7.3	0.93	1.9
	Informational Text		7	35	18.1	8.0	0.95	1.9
	Reading		**7**	**35**	**97.4**	**36.2**	**0.98**	**4.9**
4	Vocabulary	123	7	35	18.5	7.4	0.92	2.1
	Comprehension		7	35	20.9	8.0	0.95	1.8
	Literacy		7	35	17.3	6.8	0.93	1.8
	Diverse Works		7	35	17.2	7.3	0.93	2.0
	Informational Text		7	35	18.4	7.4	0.92	2.2
	Reading		**7**	**35**	**92.4**	**34.7**	**0.98**	**4.7**
5	Vocabulary	127	7	35	17.7	7.1	0.93	1.9
	Comprehension		7	35	21.4	7.3	0.94	1.8
	Literacy		7	35	18.5	6.4	0.92	1.9
	Diverse Works		7	35	17.1	7.4	0.94	1.8
	Informational Text		7	35	20.3	8.5	0.95	1.9
	Reading		**7**	**35**	**94.9**	**33.1**	**0.98**	**4.8**
6	Vocabulary	106	7	35	20.0	8.0	0.96	1.7
	Comprehension		7	35	21.3	7.7	0.95	1.7
	Literacy		7	35	19.7	7.2	0.94	1.8
	Diverse Works		7	35	18.5	7.9	0.95	1.7
	Informational Text		7	35	18.8	7.3	0.94	1.8
	Reading		**7**	**35**	**98.2**	**36.5**	**0.99**	**4.1**
7	Vocabulary	106	7	35	23.7	7.6	0.94	2.0
	Comprehension		7	35	21.7	8.2	0.96	1.6
	Literacy		7	35	19.9	7.8	0.96	1.6
	Diverse Works		7	35	20.6	7.8	0.94	1.9
	Informational Text		7	35	21.6	7.6	0.94	1.9
	Reading		**7**	**35**	**107.4**	**37.2**	**0.99**	**4.3**
8	Vocabulary	123	7	35	21.1	8.6	0.96	1.7
	Comprehension		7	35	22.5	8.6	0.96	1.7
	Literacy		7	35	21.4	8.1	0.96	1.7
	Diverse Works		7	35	21.9	8.3	0.95	1.9
	Informational Text		7	35	20.9	8.3	0.96	1.7
	Reading		**7**	**35**	**107.8**	**40.5**	**0.99**	**4.1**
11	Vocabulary	109	7	35	20.4	8.6	0.95	1.9
	Comprehension		7	35	21.0	8.7	0.97	1.6
	Literacy		7	35	19.6	8.1	0.95	1.8
	Diverse Works		7	35	19.4	9.1	0.96	1.9
	Informational Text		7	35	19.0	8.7	0.96	1.7
	Reading		**7**	**35**	**99.4**	**40.2**	**0.99**	**4.6**

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Table 6.9: Cronbach's Coefficient Alpha for the Mathematics Assessment

Grade	Subject	N-Count	Number of Tasks/Skills	Points Possible	Mean	Standard Deviation	Reliability	SEM
3	Algebra		28	140	78.3	33.4	0.99	3.9
	Geometry		14	70	43.5	17.7	0.98	2.8
	Measurement	122	7	35	21.3	8.6	0.95	2.0
	Number Sense		21	105	57.4	25.9	0.98	3.4
	Statistics		14	70	38.5	16.7	0.98	2.5
	Mathematics		**84**	**420**	**239.1**	**97.3**	**0.99**	**7.4**
4	Algebra		21	105	58.1	24.6	0.98	3.1
	Geometry		14	70	42.2	16.2	0.97	2.7
	Measurement	123	7	35	18.9	7.5	0.93	2.1
	Number Sense		21	105	52.9	22.6	0.98	3.3
	Statistics		14	70	36.3	15.3	0.97	2.7
	Mathematics		**77**	**385**	**208.2**	**83.3**	**0.99**	**6.6**
5	Algebra		28	140	76.3	31.3	0.99	3.5
	Geometry		14	70	37.2	14.1	0.96	2.7
	Measurement	127	7	35	17.4	8.3	0.94	2.0
	Number Sense		21	105	49.4	23.8	0.98	3.2
	Statistics		14	70	37.6	15.8	0.97	2.6
	Mathematics		**84**	**420**	**217.9**	**83.4**	**0.99**	**7.7**
6	Algebra		21	105	56.2	24.0	0.99	3.0
	Geometry		14	70	41.8	15.8	0.97	2.7
	Measurement	106	7	35	20.0	7.7	0.94	2.0
	Number Sense		21	105	58.0	23.0	0.98	3.0
	Statistics		14	70	39.3	16.2	0.98	2.3
	Mathematics		**77**	**385**	**215.3**	**82.5**	**0.99**	**6.5**
7	Algebra		28	140	82.6	33.1	0.99	3.7
	Geometry		14	70	41.2	16.4	0.98	2.6
	Measurement	106	7	35	19.1	7.7	0.95	1.8
	Number Sense		21	105	62.6	25.5	0.99	3.1
	Statistics		14	70	38.0	17.4	0.98	2.5
	Mathematics		**84**	**420**	**243.5**	**94.3**	**0.99**	**7.1**
8	Algebra		28	140	83.9	32.4	0.99	3.4
	Geometry		14	70	42.7	16.5	0.98	2.4
	Measurement	123	7	35	20.8	8.1	0.95	1.9
	Number Sense		21	105	62.6	25.4	0.99	3.1
	Statistics		14	70	39.3	16.3	0.98	2.5
	Mathematics		**84**	**420**	**249.3**	**97.3**	**1.00**	**6.2**
11	Algebra		21	105	54.3	27.7	0.99	3.0
	Geometry		14	70	36.9	19.0	0.98	2.5
	Measurement	109	7	35	19.4	8.4	0.95	1.9
	Number Sense		21	105	59.4	26.7	0.99	3.2
	Statistics		14	70	39.0	16.7	0.98	2.6
	Mathematics		**77**	**385**	**209.0**	**90.7**	**0.99**	**7.3**

Data file 06/01/2010.

Table 6.10: Cronbach's Alpha Coefficient for the Science Assessment

Grade	Subject	N-Count	Number of Tasks/Skills	Points Possible	Mean	Standard Deviation	Reliability	SEM
5	Physical Science	127	21	105	62.3	23.6	0.98	3.1
	Life Science		21	105	62.6	23.4	0.98	3.0
	Earth/Space Science		14	70	40.2	16.3	0.98	2.5
	Science and Society		14	70	44.0	15.7	0.97	2.6
	Science		**70**	**350**	**209.1**	**77.5**	**0.99**	**5.8**
8	Nature of Science	123	14	70	43.3	17.8	0.98	2.2
	Physical Science		14	70	44.4	17.5	0.98	2.7
	Earth/Space Science		21	105	62.1	25.4	0.99	3.0
	Science and Society		14	70	41.9	17.9	0.98	2.3
	Science		**63**	**315**	**191.7**	**76.6**	**1.00**	**5.4**
11	Nature of Science	109	14	70	41.2	21.5	0.99	2.4
	Physical Science		21	105	60.6	27.0	0.99	3.3
	Life Science		21	105	64.4	28.1	0.99	2.9
	Earth/Space Science		14	70	40.7	19.4	0.99	2.3
	Science and Society		14	70	39.6	19.5	0.98	2.4
	Science		**84**	**420**	**246.6**	**108.0**	**1.00**	**7.4**

Data file 06/01/2010.

Table 6.11: Descriptive Statistics of Average Rating on Task/Skill

Test	Grade	Mean	Standard Deviation	Minimum	Q1[1]	Median	Q3[2]	Maximum
Reading	3	2.8	0.5	2.0	2.4	2.7	3.2	4.2
	4	2.6	0.5	1.7	2.3	2.5	3.1	3.8
	5	2.7	0.5	2.0	2.3	2.7	3.1	3.9
	6	2.8	0.4	2.1	2.5	2.9	3.1	3.5
	7	3.1	0.5	2.4	2.7	2.9	3.2	4.4
	8	3.1	0.4	2.4	2.7	3.0	3.5	3.8
	11	2.8	0.4	2.3	2.6	2.8	3.0	3.7
Mathematics	3	2.8	0.5	1.8	2.4	2.8	3.2	4.0
	4	2.7	0.5	1.6	2.3	2.7	3.2	4.0
	5	2.6	0.5	1.6	2.2	2.6	2.8	4.0
	6	2.8	0.5	2.0	2.4	2.7	3.1	4.0
	7	2.9	0.5	2.2	2.5	2.8	3.2	4.1
	8	3.0	0.5	2.1	2.6	2.8	3.4	4.0
	11	2.7	0.5	2.0	2.4	2.6	3.1	4.0
Science	5	3.0	0.5	2.1	2.6	2.9	3.3	4.1
	8	3.1	0.4	2.3	2.8	3.0	3.4	4.0
	11	2.9	0.4	2.2	2.7	2.9	3.2	3.8

[1] Q1 is the first quartile.
[2] Q3 is the third quartile.
Data file 06/01/2010

Table 6.12: Summary Statistics of Task/Skill Average Rating Divided by Points on Task/Skill

Test	Grade	Mean	Standard Deviation	Minimum	Q1[1]	Median	Q3[2]	Maximum
Reading	3	0.6	0.1	0.4	0.5	0.5	0.6	0.8
	4	0.5	0.1	0.4	0.5	0.5	0.6	0.8
	5	0.5	0.1	0.4	0.5	0.5	0.6	0.8
	6	0.6	0.1	0.4	0.5	0.6	0.6	0.7
	7	0.6	0.1	0.5	0.6	0.6	0.6	0.9
	8	0.6	0.1	0.5	0.6	0.6	0.7	0.8
	11	0.6	0.1	0.5	0.5	0.6	0.6	0.7
Mathematics	3	0.6	0.1	0.4	0.5	0.6	0.7	0.8
	4	0.5	0.1	0.3	0.5	0.5	0.6	0.8
	5	0.5	0.1	0.3	0.4	0.5	0.6	0.8
	6	0.6	0.1	0.4	0.5	0.5	0.6	0.8
	7	0.6	0.1	0.4	0.5	0.6	0.7	0.8
	8	0.6	0.1	0.4	0.5	0.6	0.7	0.8
	11	0.5	0.1	0.4	0.5	0.5	0.6	0.8
Science	5	0.6	0.1	0.4	0.5	0.6	0.7	0.8
	8	0.6	0.1	0.5	0.6	0.6	0.7	0.8
	11	0.6	0.1	0.4	0.5	0.6	0.6	0.8

[1] Q1 is the first quartile.
[2] Q3 is the third quartile.
Data file 06/01/2010.

CHAPTER 7: VALIDITY

Validity refers to the adequacy and appropriateness of the interpretations made from test scores with regard to the intended use. Of all the essential characteristics of a good test, none surpasses validity. If a test score is not valid for the intended purpose used, it has little or no value. Validity is specific. That is, a test score may be valid for the intended purpose and not others.

There are several key aspects of validity that must be addressed.

- Validity is concerned with the general question, "To what extent will this assessment information or test score help me make appropriate inferences?"

- Validity is a matter of degree.

- Validity involves an overall evaluative judgment.

- Alignment is an important component of validity evidence.

Evidence of the validity of a score on a test or an assessment instrument generally takes two forms: (a) how the test or assessment instrument behaves given the content covered, and (b) the effects of using the information provided by the test or assessment instrument. Questions commonly asked about a test's behavior concern its relation to other measures of a similar construct, its ability to predict future performances, and its coverage of a content domain. Questions about the use of a test typically focus on the test's abilities to reliably differentiate individuals into groups and to guide teachers' instructional actions with regard to the subject matter covered by the test. Some questions also arise about unintended uses of a test or an assessment instrument. For example: "Does use of the instrument result in discriminatory practices against various groups of individuals?" and "Is the test used to evaluate others, such as parents or teachers, whom it does not directly assess?" These questions concern a relatively new area of validity referred to as "consequential aspects of validity" (Messick, 1989).

Alignment and Validity

Alignment is a key element in the creation of standards-based achievement tests and rating forms. Alignment is the extent "to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do" (Webb, Horton, & O'Neal, 2002, p.1). Determining the alignment between an assessment and the content is meant to assess an important piece of evidence in any validity argument. Lane (1999) outlined procedures for evaluating the validity of assessments designed to measure students' mastery of state content standards. According to Lane, two forms of evidence are pertinent to determining the validity of these assessments: (a) the extent to which the state assessment reflects the state's content standards, and (b) the extent to which the curriculum offered to students reflects the content standards. By establishing the alignment of a large-scale assessment to state standards, test developers provide important evidence of the validity of test results as a measure of students' mastery of the core curriculum.

To evaluate the validity related evidence of the *Dakota STEP-A* assessment, alignment studies were conducted to verify that the standards-based tasks/skills of the assessment were aligned with the Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities for each corresponding subject and grade level.

The University of North Carolina conducted an alignment study of the operational *Dakota STEP-A* materials in October 2008. The evaluation was conducted based on eight criteria. The following summary is taken from the *South Dakota Alternate Assessment Based on Alternate Achievement Level Alignment Report* prepared for the South Dakota State Department of Education (Flowers, et. al., 2008).

Criterion 1: *The content is academic and includes the major domains/ strands of the content area as reflected in state and national standards (e.g., reading, math, science).*

> For reading, math, and science almost all of the South Dakota STEPA items, alternate content standards, and alternate achievement descriptors were rated academic. Some of the science alternate achievement descriptors did not have enough detail for the content experts to rate. Most of the nonacademic science descriptors were rated as a presymbolic/concrete level of communication, which is appropriate given the characteristics of some students with significant cognitive disabilities. The only recommendation for this criteria is that the state review the science alternate achievement descriptors that were rated as "too vague" to reword for greater detail.

Criterion 2: *The content is referenced to the student's assigned grade level (based on chronological age).*

> All South Dakota STEP-A items were referenced to the student's assigned grade level. In reading, all items, seven per indicator, were aligned to the five grade-level indicators of reading. For math, the grade level strands of algebra, geometry, measurement, number sense, and statistics and probability were referenced. Science items were referenced to the strands of (a) nature of science, (b) physical science, (c) life science, (d) earth/space science, and (e) science, technology, environment, and society. South Dakota intentionally designed the South Dakota STEP-A to cover the full range of grade-level content standards.

Criteria 3: *The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance.*

> Almost all the content domains exceeded the 90% suggested standard for alternate assessments except for STEP-A items in reading (82%) and science (89%). The primary reason for the lack of content centrality reported by the content experts was due to a simple mismatch to the grade-level standard (i.e., content experts believed that the item was aligned with a different grade-level standard than provided by the state).

Criterion 4: *The content differs from grade level in range, balance, and DOK, but matches high expectations set for students with significant cognitive disabilities.*

> The STEP-A across all academic domains had exceptional depth of knowledge, range-of-knowledge, and balance of representation. STEP-A items were aligned to all grade-level content standard. There were items distributed across all levels of depth of

knowledge, from awareness level to analysis/synthesis/evaluate level. The range-of-knowledge and balance of representation suggested the alternate assessments had exceptional content coverage.

Criterion 5: *There is some differentiation in achievement across grade levels or grade bands*.

Overall the majority of strands for the alternate content standards and AA items demonstrated differentiation in achievement across grade levels. Three strands of math (i.e., algebra, statistics and probability, and number sense) and most strands in ELA were found to have more than a few repeated or similar items across grade levels. Also *Alignment Study –South Dakota 5* most of the supporting evidence submitted by the teachers was rated age appropriate (23%) or age neutral (54%).

Criterion 6: *The expected achievement for students is for the students to show learning of grade referenced academic content.*

Overall the STEP-A system has the potential for high student inference about student learning academic content that is linked to grade-level content standards. In the rating scale used for the checklist tasks and pieces of evidence, more credit is given to higher levels of accuracy with less prompting. Credit also is awarded for applying skills across settings. In standard setting, consideration should be given to the inference that can be made from where cut scores are established.

Criterion 7: *The potential barriers to demonstrating what students know and can do are minimized in the assessment.*

The alternate assessment items were accessible to students at all levels of symbolic communication and many of the items allowed flexibility in response mode. The assessment system allows for accommodations and adaptations for all students.

Criterion 8: *The instructional program promotes learning in the general curriculum.*

While there clearly is training on instructional alignment provided, further development of this may be needed to help teachers link to instruction to grade-level content standards, increase expectations across grade bands, and utilize inclusive educational opportunities whenever appropriate. More information on promoting student mastery (fading prompts) and teaching across materials/activities may also be needed if recommendations are followed to change expectations for proficiency.

Table 7.1 shows the correlation of the *Dakota STEP-A* Reading, Mathematics, and Science assessments, and it also contains the descriptive statistics of the assessments. The correlation between Reading and Mathematics ranges from .83 to .95, while it ranges from .87 to .93 for Reading and Science, and .91 to .94 for the Mathematics and Science assessments across the grades. The correlation between Reading and other subjects (Mathematics and Science) is somewhat lower for grades 5 and 11 than for the other grades; similarly, the correlation between the Mathematics and Science assessments for grade 5 is somewhat lower than for the other

grades. The correlation coefficient between the total raw score and reporting category score and among reporting categories is presented in Appendix I.

The high correlations between and among the *Dakota STEP-A* Reading, Mathematics, and Science assessments may indicate the following possible implications. The structure of abilities of the population of students who take the alternate assessment may be more integrated than that for the students who take the statewide assessment. The alternate assessment may measure one dominant dimension that may not be reading, mathematics, or science but something more basic and common to all three subject areas (e.g., ability to follow directions, attention, or motivation). As indicated in the Scoring section, raters 1 and 2 rate students on all three subjects. Therefore, another possible explanation for the high observed correlations may be that they are an artifact of having the same individual rate all three subjects for a student. That rating may simply reflect the same generalized perception of the student across all three tests.

Table 7.1: Correlation of the *Dakota STEP-A* Assessments
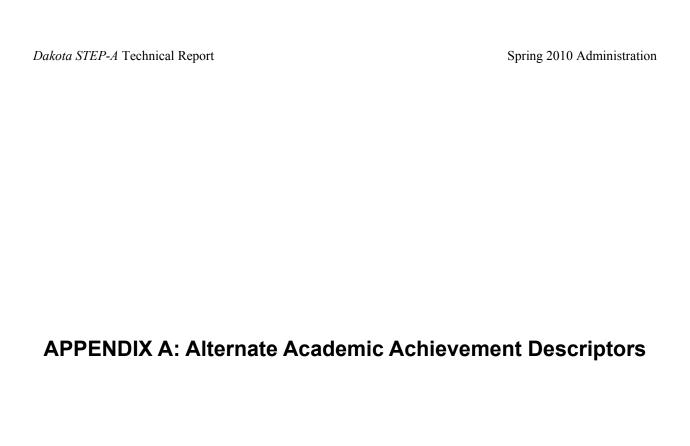
Grade	Test	N-count	Points Possible	Mean	Standard Deviation	Mathematics	Science
3	Reading	122	175	97.4	36.2	.93	
	Mathematics	122	420	239.1	97.3		
4	Reading	123	175	92.4	34.7	.95	
	Mathematics	123	385	208.2	83.3		
5	Reading	127	175	94.9	33.1	.90	.89
	Mathematics	127	420	217.9	83.4		.91
	Science	127	350	209.1	77.5		
6	Reading	106	175	98.2	36.5	.94	
	Mathematics	106	385	215.3	82.5		
7	Reading	106	175	107.4	37.2	.92	
	Mathematics	106	420	243.5	94.3		
8	Reading	123	175	107.8	40.5	.95	.93
	Mathematics	123	420	249.3	97.3		.94
	Science	123	315	191.7	76.6		
11	Reading	109	175	99.4	40.2	.83	.87
	Mathematics	109	385	209.0	90.7		.93
	Science	109	420	246.6	108.0		

Data file 06/01/2010.

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APPENDIX A: Alternate Academic Achievement Descriptors

South Dakota 3rd Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	- Decode words to build vocabulary. - Apply comprehension strategies to explain presented text. - Fluently read text. - Describe literary elements of the main characters, plot, and setting. - Compare genres of fiction and nonfiction. - Describe a personal connection to multicultural and/or historical text. - Identify and use glossary and table of contents. - Choose reference materials, with guidance, to locate information. - Locate and use information from one reference material.
Applying	- Use symbols, letters, sounds, and word recognition skills to state corresponding words. - Apply comprehension strategies to restate presented text. - Fluently read representations, phrases, and sentences. - Identify literary elements of the main characters and setting. - Recognize the genres of fiction and nonfiction. - Identify a personal connection to multicultural and/or historical text. - Identify table of contents. - Locate reference materials. - Access reference materials to gain information with assistance.
Developing	- Identify letters and sounds within a word. - Discuss presented text. - Fluently read representations and words. - Identify a character. - Match/sort genres. - Match cultural elements. - Locate/match an organizational feature of text. - Identify reference materials. - Identify information from reference material with assistance.
Introducing	- Demonstrate recognition of sounds. - Attend/respond to presented text. - Attend and respond to representations and stories. - Attend/respond to the presentation of a story. - Attend/respond to presented genres. - Attend/respond to stories of different cultures. - Attend/respond to presentation of organizational features of text. - Attend/respond to presentation of reference materials. - Attend or respond to information from reference material.

South Dakota 4th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify word patterns. • Use comprehension strategies to gain meaning from text. • Read aloud to construct meaning from text using a guided comprehension strategy. • Fluently read aloud and silently to comprehend text. • Discuss text structures within genres. • Describe purpose of text features. • Describe how word choice affects meaning. • Compare the characteristics of multicultural texts, historical texts, and time period texts. • Use glossary, table of contents, and index page. • Gather information from different sources.
Applying	• Locate different components in a word pattern. • Use personal experiences to relate to text. • Determine meaning by using comprehension strategies. • Process text/representations at fluent rate for comprehension. • Identify text structures within genres. • Identify text features. • Recognize that word choice affects meaning. • Identify a characteristic of multicultural texts, historical texts, and time period texts. • Use glossary and table of contents. • Gather information from a source.
Developing	• Match symbols, letters, sounds, and word recognition skills to state corresponding words. • Choose a book based upon personal experience. • Identify details from the story. • Fluently read familiar phrases. • Match/sort or categorize text structures within genres. • Match/sort or categorize text features. • Match the word that has the same meaning as presented in text. • Match/sort one or more of the characteristics of multicultural texts, historical texts, and time period texts. • Locate glossary and table of contents. • Locate a source of information.
Introducing	• Identify letters and sounds. • Choose a book of interest. • Attend/respond to presented text. • Use representations to make choices about books. • Respond fluently to representations/words. • Attend/respond to text structures within genres. • Attend/respond to text features. • Attend/respond to dramatization of presentation of word choice. • Attend/respond to characteristics of one of the following presented texts: multicultural, historical, or time period. • Attend/respond to an activity including information on glossary and table of contents. • Attend/respond to an activity related to gathering information.

South Dakota 5th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify word parts and categories to determine meaning of words. • Identify word meaning using prior knowledge and context clues. • Give examples of a comprehension strategy to construct meaning. • Apply an element of fluency to comprehend text. • Distinguish between fiction, nonfiction and poetry • Identify literary elements of character, theme and setting. • Give an example of a literary device in fiction and nonfiction. • Discuss text from various cultures, time periods, and/ or geographical locations. • Select information from two reference sources. • Identify the author's purpose in persuasive or argumentative text. • Choose two or more reference sources.
Applying	• Identify word parts to determine meaning of words. • Identify word meaning using prior knowledge or context clues. • Select a comprehension strategy to construct meaning. • Identify elements of fluency to comprehend text. • Recognize fiction, nonfiction and poetry. • Locate the literary elements of character and setting. • Identify a literary device within fiction and nonfiction. • Identify text from various cultures, time periods, and/ or geographical locations. • Select information from a reference source. • Identify the author's purpose in persuasive text. • Locate a reference source.
Developing	• Identify word parts. • Determine word meaning using context clues. • Recognize a comprehension strategy to construct meaning. • Match an element of fluency to comprehend text. • Identify fiction and nonfiction text • Recognize the literary elements of character or setting. • Recognize a literary device in fiction and nonfiction. • Match various cultures, time periods, and/or geographical locations in text. • Identify information from a reference source. • Respond to author's purpose in persuasive text. • Identify a reference source.
Introducing	• Respond to word parts to determine meaning of words. • Respond to word meaning using prior knowledge or context clues • Respond to a comprehension strategy. • Respond to an element of fluency to comprehend text. • Attend to fiction and nonfiction text • Respond to literary elements of character or setting. • Attend/respond to a literary device fiction and nonfiction. • Attend/respond to various cultures in text. • Attend/respond to information from a reference source. • Attend/respond to a persuasive text. • Attend/respond to a reference source.

South Dakota 6th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Arrange word meanings using word parts. • Determine context to comprehend words. • Distinguish between direct and implied meaning to comprehend text. • Apply an element of fluency to comprehend text. • Identify a text structure in fiction, nonfiction and poetry. • Explain a literary element in text. • Identify a literary device in fiction, nonfiction and poetry. • Compare and/or contrast text from various cultures, time periods, and/ or historical events. • Compare and contrast information on a topic from one informational text. • Explain the credibility of informational texts. • Locate two or more sources to find information.
Applying	• Classify words using word parts and their meanings. • Recognize context used to comprehend words. • Identify meaning within text. • Identify elements of fluency to comprehend text. • Recognize a text structure in fiction, nonfiction and poetry. • Recognize literary elements in text. • Recognize literary devices in fiction, non-fiction and poetry. • Compare text from various cultures, time periods, and/ or historical events. • Compare information on a topic from informational texts. • Determine the credibility of informational texts. • Locate a source to find information.
Developing	• Match word parts to word meaning. • Respond to meaning within the text. • Identify meaning within text. • Match a text structure in fiction and nonfiction. • Match a literary element in text. • Match a literary device in fiction and nonfiction. • Identify text from various cultures, time periods, or historical events. • Locate information on a topic from an informational text • Identify a credible source. • Identify a source to find information.
Introducing	• Respond to word parts and their meanings. • Recognize meaning found in context. • Respond to meaning within the text. • Respond to elements of fluency in text. • Respond to a text structure in fiction. • Respond to a literary element in text. • Respond to a literary device in fiction, nonfiction. • Attend/respond to text read from various cultures or historical events. • Respond to information from an informational text. • Respond to a non-credible source. • Respond to an informational text.

South Dakota 7th Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Examine word parts to determine meaning. • Explain how word choice affects meaning. • Demonstrate meaning using comprehension strategies. • Read fluently to comprehend text ability level text. • Explain text structures in fiction, nonfiction and poetry. • Explain literary elements in fiction, non fiction and poetry. • Explain literary devices in fiction, nonfiction and poetry. • Discuss a theme in text from cultures, time periods, and/or historical events. • Select two or more reference sources which will provide the best information. • Select and classify data from informational text. • Select credible and accurate data from informational text. • Examine author's purpose in informational text.
Applying	• Arrange word meaning using word parts. • Identify word choice affects meaning. • Demonstrate meaning using a comprehension strategy. • Apply an element of fluency to comprehend text. • Identify text structures for fiction, nonfiction and poetry. • Identify literary elements in fiction, nonfiction and poetry. • Identify literary devices in fiction, nonfiction and poetry. • Compare/contrast text from various cultures, time periods, and/ or historical events. • Choose which reference source which will provide the best information. • Locate data from informational text. • Locate credible information in two or more sources. • Recognize author's purpose in informational text.
Developing	• Identify word parts and their meanings. • Recognize how word choice affects meaning. • Uses a comprehension strategy. • Recognize elements of fluency. • Match a text structure in fiction and nonfiction • Recognize a literary element in fiction, nonfiction and poetry. • Recognize a literary device in fiction and nonfiction. • Match text from various cultures, time periods, and/or historical events. • Choose a reference source to locate information. • Recognize data from an informational text. • Recognize information from a source. • Match representation depicting the author's purpose in an informational text.
Introducing	• Respond to root words and meaning. • Attend/respond to how word choice affects meaning. • Respond to comprehension strategies. • Respond to elements of fluency in text. • Respond to a text structure in fiction and nonfiction. • Respond to a literary element in fiction, nonfiction and poetry. • Respond to a literary device in fiction and nonfiction. • Attend/respond to text from various cultures, time periods, and/or historical events. • Attend to a reference source. • Attend to data from an informational text. • Attend to information from a source. • Attend to author's purpose in an informational text.

South Dakota 8th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	- Classify words by origins to extend vocabulary. - Utilize reading strategies to increase comprehension. - Read fluently to comprehend text. - Explain the author's use of literary elements in fiction, nonfiction, drama and poetry. - Examine one effect of the author's use of literary devices. - Summarize literary selections about local cultures and history to create meaning. - Analyze information about a topic gathered from informational text. - Explain the differences between expository and procedural text. - Categorize new information to enhance understanding.
Applying	- Classify words by origins. - Demonstrate reading strategies to comprehend text. - Read fluently to comprehend ability-level text. - Identify the author's use of literary elements in fiction, nonfiction, drama and poetry. - Identify the effects of the author's use of literary devices. - Apply meaning from literary selections about local cultures and history to create meaning. - Read information about a topic gathered from two or more informational texts. - Recognize expository and procedural text. - Use new information to enhance understanding.
Developing	- Identify word origins. - Imitate reading strategies to increase comprehension. - Imitate fluency strategies to gain meaning from text. - Recognize the author's use of literary elements in fiction, nonfiction, drama and poetry. - Recognize the effects of the author's use of literary devices. - Develop meaning from literary selections about local cultures and history to create meaning. - Collect information about a topic gathered from informational text. - Match examples of expository and procedural text. - Identify new information to enhance understanding.
Introducing	- Attend/respond to word origins. - Attend/respond to reading strategies to increase comprehension. - Attend/respond to fluency strategies to gain meaning from text. - Attend to the author's use of literary elements in fiction, nonfiction, drama and poetry. - Attend/respond to the effects of the author's use of literary devices. - Attend/respond to meaning from literary selections about local cultures and history to create meaning. - Attend/respond to information about a topic gathered from informational text. - Attend/respond to the differences in expository and procedural text. - Attend/respond to new information to enhance understanding.

South Dakota 11th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Apply cause and effect clues to define new words. • Explain how diction affects the interpretation of text. • Read fluently to comprehend text. • Identify and explain literary devices. • Give an example of a text within cultural, geographical, and historical context. • Determine factors that influence the credibility of informational sources.
Applying	• Use cause and effect to define new word clues. • Describe how diction affects the interpretation of text. • Read fluently to comprehend ability level text. • Explain literary devices. • Apply characteristics of a text within cultural, geographical, and historical context. • Identify factors that influence the credibility of informational sources.
Developing	• Match cause and effect clues to define new words. • Indicate an example of how diction affects the interpretation of text. • Apply fluency strategies to gain meaning from text. • Identify literary devices. • Recognize a text within cultural, geographical, and historical context. • Recognize factors that influence the credibility of informational sources.
Introducing	• Identify cause and effect clues to define new words. • Respond to how diction affects the interpretation of text. • Attend/respond to fluency strategies to gain meaning for text. • Attend/respond to literary devices. • Attend/respond to a text within cultural, geographical, and historical context. • Attend/respond to factors that influence the credibility of informational sources.

South Dakota 3rd Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Apply patterns to solve problems. • Explain the rules of 0 and 1 in addition, subtraction, and multiplication. • Apply relational symbols ($<$, $>$, $=$) to compare numbers. • Create and solve problems involving addition and subtraction. • Develop and explain relationships between inverse operations using manipulatives. • Create linear patterns. • Create number patterns using basic facts.
Applying	• Recognize, create, and extend pattern. • Use the numbers 0 and 1 in addition, subtraction, and multiplication. • Recognize relational symbols ($<$, $>$, $=$). • Solve problems involving addition and subtraction of whole numbers. • Develop relationships between inverse operations using manipulatives. • Extend linear patterns. • Use number patterns and relationships to learn basic facts.
Developing	• Recognize and create a pattern. • Use the numbers 0 and 1 in addition and subtraction. • Use concepts of equal to, greater than, and less than to compare numbers. • Recognize plus or minus symbols. • Manipulate pictures and objects to create sets and make comparisons between sets. • Tell what is missing from a pattern. • Identify and create a pattern using familiar objects.
Introducing	• Identify a pattern. • Use the numbers 0 and 1 in addition. • Use manipulatives to demonstrate the concepts of equal to, greater than, and less than. • Use manipulatives to demonstrate that addition is adding more and subtraction is taking away. • Match objects to create sets. • Copy a pattern. • Reproduce a pattern.

South Dakota 3rd Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Compare geometric shapes: square, circle, triangle. • Create lines, line segments, and rays. • Explain similarities and differences between geometric figures.
Applying	• Recognize and sort geometric shapes: square, circle, triangle, and rectangle. • Identify points, lines, line segments, and rays. • Identify similarities and differences between geometric figures.
Developing	• Match rectangle, circle, and square of different size and color. • Create a line segment by connecting two points. • Match and sort similar figures.
Introducing	• Match simple two-dimensional shapes. • Identify points. • Recognize similar figures.

South Dakota 3rd Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Relate common events with specific times on the clock. • Compare the values of quarter, dime, nickel, and penny. • Classify tools for measuring length (feet), weight (pounds), and capacity (gallons). • Select and use the appropriate measurement tools in the standard system.
Applying	• Read and tell time on an analog clock to the nearest hour. • Identify and name the value of a quarter, dime, nickel, and penny. • Identify U.S. Customary tools for measuring length (feet), weight (pounds), and capacity (gallons). • Identify the appropriate measurement tools in the standard system.
Developing	• Recognize hour and minute hands. • Identify quarter, dime, nickel, and penny. • Compare familiar objects by size, weight, and capacity. • Measure common objects.
Introducing	• Recognize the difference between morning, afternoon, and night. • Sort quarter, dime, nickel, and penny. • Sort familiar objects by size and weight. • Recognize measurement tools.

South Dakota 3rd Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Compare numerals to 100. • Create patterns using skip counting to solve problems. • Name and write fractions from visual representation. • Add and subtract two digit whole numbers with regrouping. • Compare estimates to actual answers.
Applying	• Read, write, count, and order numerals to 100. • Counts by ones, fives, and tens. • Identify and represent one half and one quarter as parts of a whole. • Add and subtract whole numbers to two digits. • Round two-digit whole numbers to the nearest tens.
Developing	• Read and count numerals to 100. • Counts by ones and fives. • Recognize wholes, halves and quarters. • Subtract one digit numbers. • Identify place value to tens.
Introducing	• Counts to 50. • Counts by ones. • Manipulate up to four parts of an object to assemble a whole. • Add one digit numbers. • Recognize the difference between an estimate and an exact amount.

South Dakota 3rd Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Create a graph from gathered data. • Analyze data on a graph, table, or chart. • Create a list of events that are certain or impossible.
Applying	• Answer simple questions from data represented in a graph. • Identify data on a graph, table, or chart. • Identify events that are impossible or possible by using concrete materials.
Developing	• Gather data on familiar objects. • Label parts of a graph, table, or chart. • List possible causes of a simple event.
Introducing	• Collect, sort, and organize objects by different characteristics. • Identify parts of a graph, table, or chart. • List possible outcomes of a simple event.

South Dakota 4th Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	- Create and solve number sentences using whole numbers. - Explain the commutative property of addition and multiplication. - Compare the relationship between addition and subtraction. - Select appropriate symbols ($<$, $>$, $=$) to compare numbers. - Create and solve a simple equation using variables. - Solve word problems by converting to algebraic statements. - Solve simple problems by creating number patterns.
Applying	- Solve number sentences using whole numbers. - Use a model to identify commutative property of addition and multiplication. - Show relationship between addition and subtraction. - Use inequalities/equalities to compare numbers. - Determine the value of variables in simple equations. - Create number sentences that represent one-step word problems using whole numbers. - Identify number patterns to solve simple problems.
Developing	- Solves addition and subtraction problems using a number line. - Solves addition problems. - Understand the terms and corresponding symbols for addition (+) and subtraction (-). - Understand terms and corresponding symbols for equal to, less than, and greater than. - Solve a simple equation. - Given a number sentence, solve a one-step word problem. - Identify and complete a number pattern.
Introducing	- Represent and differentiate simple addition and subtraction number sentences using pictures, objects, and/or manipulatives. - Understands that addition is adding to a group. - Match/manipulate pictures and objects to create sets and make comparisons between sets. - Compare sets of objects to determine more, less, or equal. - Use concrete materials to model and solve simple equations. - Solve simple number sentences using the basic operations of addition, subtraction, and multiplication with a model. - Identify a number pattern.

South Dakota 4th Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Create plane figures: pentagon, hexagon, and octagon. • Draw parallel, perpendicular, and intersecting lines. • Compare geometric figures using the terms congruent and similar.
Applying	• Identify the following plane figures: pentagon, hexagon, and octagon. • Identify parallel and intersecting lines. • Sort and compare geometric figures using size, shape, and orientation.
Developing	• Recognize and name circle, rectangle, and triangle. • Describe and draw a line. • Recognizes that a shape remains the same shape when it changes position.
Introducing	• Match shapes with corresponding symbols and shapes in the environment. • Identify a line. • Identify geometric figures.

South Dakota 4th Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify equivalent periods of time and solve problems. • Count and compare collections of coins to solve problems. • Decide which U.S. Customary tools of length (feet), weight (pounds), and capacity (gallons) to use. • Measure length to the nearest 1/2 inch.
Applying	• Identify equivalent periods of time. • Count and compare collections of coins. • Use the U.S. Customary tools of length (feet), weight (pounds), and capacity (gallons). • Measure length to the nearest inch.
Developing	• Identifies parts of the day (e.g. morning, afternoon, evening), days of the week, and months of the year. • Identifies, sorts, and names coins by their value. • Describe the similarities between two pictures, objects, and/or manipulatives using measurement concepts. • Identify the appropriate measurement tools in the standard system.
Introducing	• Identifies today/tomorrow/yesterday on a calendar. • Identifies coins. • Compare familiar objects by size, weight, or other attributes involving measurement. • Measure length using nonstandard units.

South Dakota 4th Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Calculate and solve problems involving addition and subtraction with numbers from 1 to 100. • Find multiples of whole numbers through 10. • Identify improper fractions, proper fractions, and mixed numbers. • Recall multiplication facts through 9s. • Compare money amounts written with decimals. • Use estimates in whole numbers and money to determine if a given answer is reasonable.
Applying	• Read, write, order, and compare whole numbers from 1 to 100. • Count by twos, threes, fives, and tens. • Compare common fractions on a number line. • Recognize above and below zero temperatures on a thermometer. • Apply the whole number system in multiplication. • Write money as decimals with dollars and cents. • Use estimation in problem solving with a number line.
Developing	• Read, write, and count numbers to 100. • Counts by ones, fives, and tens. • Identify and compare parts of a whole (quarters, thirds, halves) and determine relative size of each (1/2, 1/3, 1/4) using manipulatives. • Recognize and read above zero temperatures on a thermometer. • Use repeated addition to demonstrate the multiplication process. • Recognize and use decimals. • Compare estimations with exact answers.
Introducing	• Counts to 100. • Counts by ones and tens. • Recognize wholes and halves. • Recognizes that a thermometer measures temperature. • Uses concrete materials to combine equal sets of groups to show repeated addition. • Recognize decimals. • Round two digit numbers.

South Dakota 4th Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Interpret data from graphical representations. • Identify and use the median to solve simple problems. • Predict the outcome of events as likely or unlikely.
Applying	• Represent simple data in different formats. • Identify the median when given a small order data set of whole number data points (odd number of points). • Classify events as likely or unlikely.
Developing	• Names the category that has the most, least, or the same on a graph. • Describe or draw conclusions about data using concrete objects and/or manipulatives. • Identify events that are impossible or possible by using concrete materials.
Introducing	• Collect, match, and/or sort objects with similar characteristics. • Describe characteristics of an object, picture, or a manipulative. • List possible outcomes of a simple event.

South Dakota 5th Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Use a variable to write addition and subtraction expressions. • Recognize and use the associative property of addition and multiplication. • Write addition and subtraction equations using the set of whole numbers and find a solution. • Solve and identify information needed to solve two-step word problems using whole numbers. • Solve problems using patterns involving more than one operation.
Applying	• Use a variable to write an addition expression. • Recognize use the associative property of addition and multiplication. • Write addition equations using the set of whole numbers and find a solution. • Identify information needed to solve two-step word problems using whole numbers. • Solve problems using patterns with whole numbers.
Developing	• Write an addition expression. • Demonstrate the associative property of addition by grouping items. • Identify the missing variable in an equation. • Identify information needed to solve one-step word problems using whole numbers. • Identify and continue and pattern with pictorial representations.
Introducing	• Identify an addition expression. • Identify groups that are equal. • Using a set of pictures or objects students will identify an equation. • Identify the numbers used in the word problem. • Demonstrate a pattern.

South Dakota 5th Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Describe and identify triangles, pyramids, rectangular prisms, and cones. • Draw, identify and describe acute, obtuse, and right angles. • Determine and draw lines of symmetry in rectangles, squares, and triangles. • Identify a turn, slide, or flip (rotation, translation, or reflection) of a given figure. • Use two-dimensional coordinate grids to find locations and simple figures.
Applying	• Identify the characteristics of triangles, pyramids, rectangular prisms, and cones. • Identify acute, obtuse, and right angles. • Determine lines of symmetry in rectangles, squares, and triangles. • Identify a turn or flip (rotation or reflection) of a given figure. • Use two-dimensional coordinate grids to find locations.
Developing	• Identify triangles, pyramids, rectangular prisms, and cones. • Identify acute, obtuse, and right angles. • Determine if the line is symmetric. • Demonstrate a turn or flip using a concrete shape. • Identify a given location simple coordinate map.
Introducing	• Identify triangles, rectangular prisms, and cones. • Identify angles. • Compare two parts of a whole. • Slide an object from one position to another. • Find a location when given direction words such as up, down, or over.

South Dakota 5ᵗʰ Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Determine elapsed time within an a.m. or p.m. period on the quarter-hour. • Solve problems involving money including making change and counting it back. • Use and convert U.S. Customary units of length (inches, feet, yard), and weight (ounces, pounds). • Use appropriate tools to measure length, weight, area, and temperature in problem solving.
Applying	• Determine elapsed time within an a.m. or p.m. period on the half-hour. • Solve problems involving money including making change. • Use and/or convert U.S. Customary units of measurement. • Use appropriate tools to measure length, weight, and temperature in problem solving.
Developing	• Determine elapsed time within an a.m. or p.m. period on the hour. • Count money. • Use U.S. Customary units of length (inches, feet, yard), and weight (ounces, pounds). • Use appropriate tools to measure length, weight, and temperature.
Introducing	• Identify and give the date for today, tomorrow, and yesterday. • Sort and group collections of coins. • Identify longer, shorter, heavier, or lighter. • Choose the appropriate tool needed for length, weight, or temperature.

South Dakota 5th Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Read, write, order, and compare whole numbers from .01 to 1000. • Identify factors of whole numbers up to 20. • Label negative integers on a number line. • Find the quotient of whole numbers using single-digit divisors. • Identify equivalent fractions including simplification. • Use different estimation strategies to solve problems using whole numbers.
Applying	• Read, write, order, and compare whole numbers up to 1000. • Distinguish if numbers are prime and identify factors for numbers. • Locate negative integers on a number line. • When given a divisor students will divide a given set of objects into groups. • Identify equivalent fractions including simplification. • Use different estimation strategies to solve problems using whole numbers.
Developing	• Order and compare numbers up to 1000. • Identify factors of whole numbers up to 9. • Recognize negative numbers on a thermometer. • Divide a set of given objects into groups. • Use a number line to identify equivalent fractions. • Estimate whole numbers by rounding to the nearest tens.
Introducing	• Order whole numbers. • Group items by a given number. • Identify numbers on a number line. • Divide a set of given objects into equal groups. • Identify a fraction of a whole. • Identify the concept of few or many.

South Dakota 5th Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Gather, graph, and draw conclusions from data. • Find the probability of a simple event doing an activity.
Applying	• Gather, graph, and/or interpret data. • Classify probability of simple events as certain, likely, unlikely, or impossible.
Developing	• Answer simple questions about the data. • Indicate if an event is possible or impossible.
Introducing	• Indicate greater than or less when referring to items on a graph. • Determine if an event is possible.

South Dakota 6th Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	- Write simple algebraic expressions involving addition or multiplication using whole numbers. - Write and solve equations involving the inverse operations of addition and subtraction using the set of whole numbers. - Identify and graph ordered pairs in quadrant 1 on a coordinate plane. - Solve one-step problems involving ratios and rates. - Use concrete materials, graphs, and algebraic statements to represent problem situations.
Applying	- Write simple algebraic expressions involving addition or multiplication using whole number. - Write and solve addition equations using the set of whole numbers. - Graph ordered pairs in Quadrant 1 on a coordinate plane. - Identify and write simple ratios & rates. - Use concrete materials and graphs to represent problem situations.
Developing	- Illustrate simple algebraic expressions involving addition using whole numbers. - Identify the missing variable in an equation. - Identify ordered pairs in Quadrant 1 on a coordinate plane. - Identify simple ratios. - Use concrete materials or select a graph that represents the problem situation.
Introducing	- Copy an algebraic expressions involving addition using whole numbers. - Using a set of pictures or objects students will identify an equation. - With guidance students will trace the path of ordered pairs. - Count the items used to make a ratio. - Select the correct illustration or set of concrete materials that represents the problem situation.

South Dakota 6th Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Draw, identify and describe the characteristics of triangles and quadrilaterals. • Identify and describe angles. • Use basic figures to demonstrate congruency, lines of symmetry, reflection, perpendicular lines, and parallel lines.
Applying	• Identify and describe the characteristics of triangles and quadrilaterals. • Identify and describe angles. • Use basic figures to demonstrate lines of symmetry, reflection, perpendicular lines, and parallel lines.
Developing	• Differentiate between different types of triangles and quadrilaterals. • Differentiate between different types of angles. • Identify lines of symmetry, reflection, perpendicular lines, and parallel lines in figure.
Introducing	• Match similar triangles and quadrilaterals. • Match similar angles. • Trace lines of symmetry, perpendicular lines, and parallel lines in figure.

South Dakota 6th Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Use and convert appropriate unit of measurement within a measurement system. • Identify the perimeter and the area of squares and rectangles.
Applying	• Select, use, and/or convert appropriate unit of measurement within a measurement system. • Find the perimeter and/or the area of squares and rectangles.
Developing	• Select and use the appropriate unit of measurement within a measurement system. • Identify the perimeter.
Introducing	• Select the appropriate unit of measurement within a measurement system. • Trace the perimeter.

South Dakota 6th Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Order and compare fractions, decimals and whole numbers. • Find factors up to 20 and multiples of whole numbers. • Add, multiply, and subtract decimals. • Use various strategies to solve one-step decimal problems.
Applying	• Order and compare whole number and decimals • Find factors and multiples of whole numbers, and identify prime numbers. • Add and subtract decimals. • Use various strategies to solve one- and two-step problems using addition and subtraction of whole numbers.
Developing	• Order and compare decimals and whole numbers using a number line. • Identify the missing factor using a multiplication chart and count by 2's, 3's, 5's, and/or 10's to find multiples. • Add and subtract whole numbers. • Identify what operation or operations will be used to solve the problem.
Introducing	• Identify greater than or less to order whole numbers. • Group items by a given number. • Indicate the concept of adding to or taking away. • Identify the numbers used to solve the problem.

South Dakota 6th Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Display the data using bar and line graphs and draw conclusions from data displayed in a graph. • Find the probability of a simple event through an activity.
Applying	• Interpret data using bar and line graphs and answer questions from data displayed in a graph. • Explain the probability of a simple event using manipulatives.
Developing	• Use graphs to answer simple questions from the data displayed in a graph. • Identify if an event is likely, certain, unlikely, or impossible.
Introducing	• Indicate greater than or less when referring to items on a graph. • Indicate if an event is possible or impossible.

South Dakota 7th Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	- Create and evaluate algebraic expressions involving addition, subtraction, and multiplication of whole numbers. - Identify and use associative, commutative, distributive, and identity properties involving whole numbers - Write and solve one-step 1st degree inequalities with one variable, using whole numbers. - Construct a graph from a table. - Create and solve multi-step problems involving rates. - Create one-step algebraic expressions representing a pattern.
Applying	- Write and simplify addition and subtraction algebraic expressions. - Identify and use associative, commutative, and identity properties involving whole numbers. - Write and solve one-step 1st degree equations with one variable, using whole numbers. - Identify and graph ordered pairs on a coordinate plane and inequalities on a number line. - Model and solve multi-step problems involving rates. - Use patterns to solve problems (graphs, table, and equations)
Developing	- When given the values for variables the student will simplify addition and subtraction algebraic expressions. - Use objects and manipulatives to demonstrate the associative and commutative and identity properties. - Use symbols and manipulatives to solve equations. - Graph a number line. - Model and solve rates with a one to one correlation. - Use manipulatives to create patterns.
Introducing	- Use symbolic representation of unknown or variable quantities. - Identify situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non-commutative tasks) - Use manipulatives to complete a task or solve a problem. - When given a direction and a demonstration using a simple positional concept, student will understand that direction by giving the appropriate response. - Follow order of operations. - Given a pattern students will repeat the pattern.

South Dakota 7th Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Construct polygons with up to 10 sides. • Differentiate between geometric figures • Compare ways shapes can be transformed.
Applying	• Identify and describe polygons having up to 10 sides. • Identify and describe geometric figures. • Demonstrate ways that shapes can be transformed.
Developing	• Classify polygons having up to 10 sides. • Draw points, lines, and lines segments. • Use a variety of materials to move objects left, right, up, and down.
Introducing	• Classify three basic shapes (circle, triangle, square). • Identify points, lines, and lines segments. • Select identical shapes.

South Dakota 7th Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Compare units of standard and metric measurement. • Given the formulas students will find the perimeter and area of three and four sided figures.
Applying	• Use and convert appropriate units of standard and metric measurement. • Given the formula students will find the perimeter and area of four sided figures (quadrilaterals).
Developing	• Measure and determine which measurement unit is appropriate. • Given the lengths and widths of a four-sided figure (quadrilateral), students will add the four sides to determine the perimeter.
Introducing	• When given two pictures, objects, and/or manipulatives, students are able, to indicate which is less/more, longer/shorter. • Trace a four-sided shape (quadrilateral.)

South Dakota 7th Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Read, write, order, and compare integers, decimals and percents. • Identify the common multiples and factors of whole numbers. • Add, subtract and multiply integers and common fractions. • Use various strategies to write one-step problems involving positive fractions.
Applying	• Order and compare integers, decimals, and percents. • Find and use multiples and factors of whole numbers. • Add and subtract integers and positive common fractions. • Use various strategies to solve one step problems involving positive fractions.
Developing	• Order and compare numbers. • Student will skip count by 2, 5, and10. • Add and subtract numbers. • Identify how many parts of a whole they have and express that in the form of a fraction.
Introducing	• Order numbers. • Group numbers by 2, 5 and 10. • Given a set of manipulatives, students will add manipulatives to and take manipulatives from the set. • Using manipulatives, students will separate into parts.

South Dakota 7th Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Gather and organize data to analyze mode and range. • Make predictions from data displayed in a graph. • Find the probability of a specific outcome.
Applying	• Gather and organize data to find mode and range. • Display data on a graph, table, or chart and make predictions from the data. • Predict a simple specific outcome.
Developing	• Gather and organize data. • Display data on a graph, table, or chart. • Recognize whether the outcome of a simple event is possible or impossible.
Introducing	• Participate in activities to gather and organize data. • Gather information to answer questions of interest. • Given a repeated action, student will predict the outcome of given action.

South Dakota 8th Grade Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Use the identity, associative, commutative, and distributive properties to simplify 1st degree algebraic expressions using whole numbers. • Write and solve one-step 1st degree equations with one variable using the set of integers. • Describe and determine linear relationships through graphs. • Explain the relationship between numbers when a change in the first variable affects the second variable. • Create tables and graphs to describe and represent relations.
Applying	• Identify and use the identity, associative, and communicative properties to simplify 1st degree algebraic expressions whole numbers. • Write and solve one-step 1st degree equations and inequalities with one variable, using whole numbers. • Identify linear relationships through graphs. • Demonstrate how the change in one variable affects/changes another variable in an equation. • Describe and represent relations using tables and graphs.
Developing	• Use objects and manipulatives to demonstrate the associative and commutative and identity properties. • Use symbols and manipulatives to solve equations and inequalities. • Extend a pattern using simple addition and subtraction. • Match/manipulate pictures and objects to create sets and make comparisons between sets. • When given data students will record onto table/graph.
Introducing	• Identify situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non-commutative tasks). • Use manipulatives to complete a task or pattern. • Complete a pattern. • Acknowledge a change in patterns/sets. • Organize objects into groups.

South Dakota 8th Grade Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Classify prisms, pyramids, cylinders and cones. • Solve proportions that express the relationships between corresponding parts of similar quadrilaterals and triangles
Applying	• Identify and describe prisms, pyramids, cylinders, and cones. • Identify proportions that express the relationships between corresponding parts of similar quadrilaterals and triangles.
Developing	• Classify prisms, pyramids, cylinders and cones. • Given quadrilaterals and triangles, the student will sort according to similar proportions.
Introducing	• Match prisms, pyramids, cylinders, and cones. • Given two quadrilaterals, the student will identify which object is larger/smaller.

South Dakota 8th Grade Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Differentiate proportional measurement problems with rational numbers. • Find perimeter/circumference and area of circles and triangles.
Applying	• Solve proportional measurement problems with rational number measurements. • When given formulas students will find circumference/perimeter and area of circles and triangles.
Developing	• Solve time and calendar problems. • Compare and order concrete circles and triangles.
Introducing	• Participate in measurement activities with other students. • Participate in measurement activities with other students in order to identify measurement symbols.

South Dakota 8th Grade Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Represent numbers in a variety of forms and identify the subsets of rational numbers. • Read, write, and compute within any subset of rational numbers. • Use various strategies to solve multi-step problems involving rational numbers.
Applying	• Represent numbers in a variety of forms and identify the subsets of rational numbers. • Read, write, and compute within any subset of positive rational numbers. • Use various strategies to solve multi-step problems involving positive rational numbers.
Developing	• Order and compare numbers. • Read and write any subset of positive rational numbers. • Use various strategies to solve one-step problems involving positive rational numbers.
Introducing	• Count numbers. • Use manipulatives and separate them into parts. • Solve addition and subtraction problems up to five.

South Dakota 8th Grade Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Find the median of a set of data. • Create a variety of visual representations to display data to make comparisons and predictions. • Compare probability for independent events.
Applying	• Order numbers to find a median, mode, and range of an odd set of data. • Use a variety of visual representations to display data to make comparisons. • Find and compute probability.
Developing	• Order a set of numbers to 20. • Use a variety of visual representations to display data. • List possible outcomes of a simple event and make predictions about which outcome is more or less likely to occur.
Introducing	• Count to 10. • Using manipulative, students will identify which group has the most/least in a set of collected data. • Predict the outcome of a given event.

South Dakota HS Algebra Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Uses properties of real numbers; including the distributive property. • Solves multi-step, single variables and first-degree equations. • Solves inequalities (properties, variables, symbols) with representations • Create linear models using independent and dependent variables. • Explains the rule of the pattern.
Applying	• Uses properties to simplify first degree algebraic expressions using identities, commutative, associative, properties using fractions, and decimals. • Solves two step, first degree equations (properties, variables, symbols) • Translates verbal/written expression into an algebraic inequality. • Interpret and develop relationships between problems with constant rate of change. • Complete the next three numbers in a given pattern (graphs, tables, equations)
Developing	• Uses properties to simplify first degree algebraic expressions using identities, commutative, associative, properties using whole numbers. • Solves one-step, first degree equations (properties, variables, symbols) • Understands inequalities (properties, variables, symbols) with representations (The student puts the correct symbol in the problem.) • Graph or table to illustrate constant rates of change. • Distinguish if a pattern exists(graphs, tables, equations)
Introducing	• Recognize equivalent expressions. • Recognizes a first degree equation. • Recognizes greater than or less than on a number line. • Recognizes various rates of change. • Explores various patterns.

South Dakota HS Geometry Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Apply the properties of triangles and quadrilaterals to find unknown parts • Given a two dimensional representation the student will create a three dimensional figure. • Translates two dimensional figures. • Will write and solve proportions from word problems.
Applying	• Identify similarities and differences of angles/lengths of sides of triangles and quadrilaterals (3 and 4 sided figures). • Traces a mirror image vertically or horizontally. • Will write and solve equivalent proportions through visual groupings.
Developing	• Define the characteristics of triangles and quadrilaterals. • Will identify and explain the differences between a two dimensional and three dimensional shapes. • Identifies a vertical and horizontal reflection • Solve proportions.
Introducing	• Classifies types of triangles and quadrilaterals • Will identify the name of the 3-dimensional shape when given visual representation (cone, prism, and cylinder). • Identifies a properly reflected image. • Demonstrates how to reduce fractions.

South Dakota HS Measurement Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Applies the metric system of measurement. • Graph suitable units when describing rate of change. • Choose from formulas provided, students will solve circumference, area and perimeter from a given visual geometric figure.
Applying	• Applies appropriate labels and scales for length, weight, and volume in English units. • Use suitable units when describing rate of change. • When given formulas, students will solve circumference, area and perimeter from a given visual geometric figure.
Developing	• Converts measures of lengths, or weight, or volumes to different units. • Student will extract appropriate information from a real-life situation. • Identifies the correct formulas for different geometric figures.
Introducing	• Defines the different units of measurement and recognizes the appropriate tools for measurement. • Student will recognize a rate of change in a given situation. • Calculates the perimeter of quadrilaterals.

South Dakota HS Number Sense Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify equivalent representations of numbers using fractions, decimals, diagrams, percents and numbers with exponents. • Apply the concept of place value, magnitude, and relative magnitude using percents, fractions, diagrams, decimals and numbers of exponents. • Add, subtract, multiply, and divide real numbers including integral exponents. • Uses estimation strategies in problem situations to predict results and to check the reasonableness of results.
Applying	• Identify equivalent representations of numbers using fractions, decimals, diagrams and percents. • Apply the concept of place value, magnitude, and relative magnitude using percents, fractions, diagrams and decimals. • Add and subtract real numbers with or without a calculator. • Uses estimation strategies in problem situations to predict results.
Developing	• Identify equivalent representations of numbers using decimals, diagrams and percents. • Apply the concept of place value, magnitude, and relative magnitude using percents, diagrams and decimals. • Subtracts real numbers • Rounds to appropriate decimal place value.
Introducing	• Identify equivalent representations of numbers using decimals and diagrams. • Apply the concept of place value, magnitude, and relative magnitude using diagrams and decimals. • Adds real numbers. • Rounds to nearest whole number.

South Dakota HS Statistics and Probability Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Gather, organize and draw conclusions from data. • Compare multiple one-variable data sets using interquartile range, mean, mode, and median. • Creates a graph using different graphical forms. • Predicts and compare outcomes based on theoretical and experimental probability.
Applying	• Gather and organize data. • Compare multiple one-variable data sets, using range, mean, mode, and median. • Interpret data in a variety of graphical forms and draw conclusions. • Distinguish between experimental and theoretical probability.
Developing	• Organizes given data in a logical manner. • Compare multiple one-variable data sets using range, mode, and medians of an odd numbered set. • Read data in a variety of graphical forms • Records accurate information from possible outcomes.
Introducing	• Sorts relevant from irrelevant information from a given scenario. • Compare multiple one-variable data sets using range and mode. • Identifies the different types of graphs (bar, line, pie, and pictograph). • Explores what events are predictable.

South Dakota 5th Grade Physical Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Compare weight. • Demonstrate how objects stop. • Label a simple machine. • Use a thermometer. • Identify that the sun produces light and heat. • Recognize that the spectrum of light contains colors.
Applying	• Recognize that matter has weight. • Identify how objects stop. • Recognize that simple machines exist. • Recognize how a thermometer works. • Manipulate tools to adjust the amount of light. • Label the colors found in the spectrum of light.
Developing	• Utilize a balance scale. • Distinguish how objects move on different surfaces. • Locate a simple machine. • Locate a thermometer. • Identify that the sun produces light. • Recognize the colors found in the spectrum of light.
Introducing	• Respond to various weights. • Respond to different textures. • Explore simple machines. • Demonstrate a response to hot and cold. • Respond to the sun. • Respond to colors.

South Dakota 5th Grade Life Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify a diagram to show how plants get food. • Recognize that offspring resemble their parents. • Identify structures involved in plant reproduction. • Identify parts of an ecosystem. • Identify an energy pyramid. • Recognize how living things react to seasonal changes.
Applying	• Recognize that plants need food. • Identify pictures of offspring and their parents. • Identify basic parts of a plant. • Identify that animals rely on plants to survive in the ecosystem. • Recognize that living things rely on each other within the energy pyramid. • Recognize how humans react to seasonal changes.
Developing	• Identify a plant. • Recognize identical physical characteristics of offspring and their parents by visual aids. • Recognize the basic parts of a plant. • Recognize the components of the ecosystem. • Identify components within the energy pyramid. • Identify items related to a season.
Introducing	• Explore visual and or tactile aids of plants. • Respond to illustrations of parents and their offspring. • Explore basic parts of a plant. • Attend to stimuli of ecosystems. • Explore various components of the energy pyramid. • Explore items related to seasons.

South Dakota 5th Grade Earth/Space Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify the crust, mantle, and core of the earth. • Locate five planets of the solar system. • Describe what causes day and night on Earth.
Applying	• Identify the crust and mantle of the earth. • Locate three planets of the solar system. • Recognize that the earth's rotation creates day and night.
Developing	• Recognize images of the crust and mantle of the earth. • Locate the sun, moon, and Earth. • Recognize that the earth is constantly spinning.
Introducing	• Explore the earth's crust. • Show a response to the sun, moon, and Earth. • Engage an object in a spinning motion.

South Dakota 5th Grade Science, Technology, Environment, and Society Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify that there is more than one mode of modern transportation. • Recognize that scientific problems exist. • Identify different animal wildlife habitats.
Applying	• Identify one mode of modern transportation. • Indicate that a problem exists. • Identify an animal with its specific habitat.
Developing	• Recognize modes of modern transportation • Identify a problem from stimuli. • Recognize an animal to its specific habitat.
Introducing	• Explore modes of modern transportation. • Engage in an activity that identifies problems. • Explore wildlife.

South Dakota 8th Grade Nature of Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Compare fact and prediction in scientific investigations. • Follow instructions with prompts to conduct a systematic scientific investigation.
Applying	• Distinguish between fact and prediction in scientific investigations. • Participate in a systematic scientific investigation.
Developing	• Recognize a fact in scientific investigations. • Follow simple instructions of a systematic scientific investigation.
Introducing	• Attend to facts and predictions. • Attend to a demonstration of a systematic scientific investigation.

South Dakota 8th Grade Physical Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Demonstrate how mixtures are made. • Use the Periodic Table to identify the first 18 elements. • Explain why matter changes.
Applying	• Recognize mixtures. • Use the Periodic Table to identify the first 8 elements. • Recognize that matter changes.
Developing	• Select mixtures. • Use color coded cards to identify elements. • Observe matter.
Introducing	• Explore mixtures. • Attend to the activities about the Periodic Table. • Introduced to different forms of matter.

South Dakota 8th Grade Earth/Space Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Distinguish between rocks. • Identify major tectonic plates. • List factors that create weather. • Classify effects of currents and waves in the ocean. • Identify the differences between weathering and erosion. • Sequence order of the planets according to size. • Explain how the tilt of the Earth is the cause of the seasons.
Applying	• Identify rocks. • Recognize the major tectonic plates. • Label factors that create weather. • Identify effects of currents and waves in the ocean. • Recognize the differences between weathering and erosion. • Compare the planets of our solar system according to size. • Recognize how the tilt of the Earth is the cause of winter and summer.
Developing	• Explore different textures of rocks. • Recognize the Earth's crust is made up of plates. • Indicate current weather conditions. • Recognize bodies of water have waves • Identify erosion. • State the solar system is made up of planets. • Identify the four seasons.
Introducing	• Manipulate different rocks. • Explore the different plates of the Earth. • Experience different weather conditions. • Explore waves. • Manipulate objects that have been eroded. • Attend to the concept of planets. • Explore conditions of the different seasons.

South Dakota 8th Grade Science, Technology, Environment, and Society Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Given a discovery, explain how it meets the needs of society. • Identify problems created by humans in the local environment.
Applying	• Identify that science has been influenced by social needs. • Recognize problems/solutions created by humans.
Developing	• Recognize social needs. • Recognize problems.
Introducing	• Attend to activities that involve objects that meet their social needs. • Attend to problems.

South Dakota 9-12 Nature of Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify a scientific discovery and recognize the discovery to everyday life. • State and test a hypothesis. • Follow the process of scientific investigation. • Practice safe and effective laboratory techniques.
Applying	• Identify a scientific discovery. • Describe a hypothesis. • Develop a scientific investigation with supervision. • Practice safe laboratory techniques.
Developing	• Recognize scientific discoveries. • Recognize a problem. • Participate in simple scientific experiments. • Recognize simple safety equipment.
Introducing	• Observe scientific discoveries. • Experience cause and effect situations. • Observe a simple scientific experiment. • Observe safe laboratory techniques.

South Dakota 9-12 Physical Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Use the Periodic Table to recognize the properties of the elements. • Recognize atoms combine in different ways. • Recognize that changes in conditions will affect reaction rates. • Balance previously written equations. • Explain whether a physical or chemical change has occurred. • Calculate speed. • Explain the causes of motion. • Demonstrate an understanding of work, energy and power. • Demonstrate changes in energy. • Recognize different parts of the waves. • Demonstrate electrical circuits.
Applying	• Compare elements of the Periodic Table. • Construct models of atoms and compounds. • Recognize the difference between a chemical and physical change. • Demonstrate knowledge of the Law of Conservation of Matter. • Identify chemical and physical changes. • Demonstrate an understanding of speed. • Predict motion. • Relate energy to work. • Differentiate between forms of energy. • Describe characteristics of waves. • Observe and discuss electrical circuits.
Developing	• Identify elements of the Periodic Table. • Discriminate between atoms and compounds. • Recognize when a change takes place. • Recognize that matter can not be destroyed. • Explain simple changes. • Compare speeds. • Recognize forces effect objects. • Demonstrate work. • Identify different forms of energy. • Observe different types of waves. • Explore different charged objects.
Introducing	• Access the Periodic Table. • Exposed to different substances. • Exposed to different reactions. • Exposed to different types of matter. • Observe change. • Exposed to time and distance through activities. • Explore the motion of objects. • Participate in movement activities. • Experience the effects of energy. • Manipulate different types of waves. • Observe effects of charge.

South Dakota 9-12 Life Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Relate basic cell functions to basic cell structures. • Classify several organisms in to groups. • Explain why different organisms have different structures. • Define the concept of dominant and recessive. • Give a reason why organisms can become extinct. • Describe populations and communities.
Applying	• Identify different cellular structures. • Recognize organisms are classified based on characteristics. • Identify how structure and function are related to each other. • Recognize traits are inherited. • Recognize organisms can become extinct. • Illustrate a food chain and food web.
Developing	• Recognize a cell and that it is made up of small parts. • Recognize animals/plants have similarities and differences. • Recognize animals/plants have similar structures for similar uses. • Recognize animals of same species have differences. • Recognize an animal that is extinct. • Identify a community.
Introducing	• Attend to the concept of cells. • Explore different types of animals/plants. • Introduced to different types of animals/plants. • Explore different types of traits. • Attend to presentation on extinct animals. • Observe different types of populations.

South Dakota 9-12 Earth/Space Science Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Summarize a cycle between living and non-living systems. • Explain the effects of pollutions. • Describe the effects of humans on the environment. • Describe a planet's motion within a solar system.
Applying	• Identify cycles. • Describe the effects of pollution. • Identify changes in the environment due to human activity. • Describe a planet's motion.
Developing	• Recognize cycles. • Identify different types of pollution. • Recognize land, ocean, and atmospheric changes due to human activity. • Demonstrate how an object rotates.
Introducing	• Attend to living and non-living. • Explore an environment that can become polluted. • Explore living conditions. • Explore characteristics of a planet.

South Dakota 9-12 Science, Technology, Environment, and Society Alternate Achievement Descriptors

Levels	Descriptors
Advancing	• Identify current ethical situations in science. • Explain the impact of science on their lives and in their community. • Describe consequences of a technological issue. • Explain a technological limitation. • Identify benefits of recycling.
Applying	• Discuss fact and opinion as related to science • Describe the impact of science on their lives. • Describe technological issues. • Recognize a cause of technological limits. • Relate recycling to their lives.
Developing	• Identify true and false statements as related to science. • State a simple scientific discovery has impacted life. • Indicate types of technology. • Define limits. • Recognize recycling symbols.
Introducing	• Respond to yes/no questions. • Explore simple scientific discoveries. • Use technology. • Observe various technological devices. • Participate in recycling.

APPENDIX B: Test Blueprints

READING GRADE 3 Blueprint	Low		Medium		High		TOTAL TEST
	29%		51%		20%		
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	10	8	10	7	0	0	
Weighting	29%	23%	29%	20%	0%	0%	
Indicator 1	1	2	3	1	0	0	7
1.1 Appl	1	2	3	1			
Indicator 2	1	2	2	2	0	0	7
2.1 Appl	1	2	2	2			
2.2 *							
Indicator 3	3	1	1	2	0	0	7
3.1 Know	3						
3.2 Anal		1	1	2			
Indicator 4	4	2	1	0	0	0	7
4.1 Know	4	2	1				
Indicator 5	1	1	3	2	0	0	7
5.1 Appl			1	1			
5.2 Know	1	1	1				
5.3 Appl			1	1			
Totals	10	8	10	7	0	0	35

* Standard not assessed

READING GRADE 4 Blueprint	Low		Medium		High		TOTAL TEST
	29%		51%		20%		
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	10	10	8	7	0	0	
Weighting	29%	29%	23%	20%	0%	0%	
Indicator 1	3	2	1	1	0	0	7
1.1 Know	2	1					
1.2 Comp	1	1	1	1			
Indicator 2	1	2	2	2	0	0	7
2.1 Appl	1	2	2	2			
2.2 *							
2.3 *							
Indicator 3	3	3	1	0	0	0	7

READING GRADE 4 Blueprint (Continued)							
3.1 Know	1	1					
3.2 Know	1	1					
3.3 Comp	1	1	1				
Indicator 4	**3**	**1**	**1**	**2**	**0**	**0**	**7**
4.1 Know	3	1	1	2			
Indicator 5	**0**	**2**	**3**	**2**	**0**	**0**	**7**
5.1 Appl		1	1	1			
5.2 Appl		1	2	1			
Totals	**10**	**10**	**8**	**7**	**0**	**0**	**35**

* Standard not assessed

READING GRADE 5 Blueprint							
	Low		*Medium*		*High*		**TOTAL TEST**
	29%		51%		20%		
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	10	10	8	7	0	0	
Weighting	29%	29%	23%	20%	0%	0%	
Indicator 1	**0**	**1**	**3**	**3**	**0**	**0**	**7**
1.1 Comp		1	1	1			
1.2 Appl			2	2			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
2.1 Appl	1	2	2	2			
2.2 *							
Indicator 3	**3**	**3**	**1**	**0**	**0**	**0**	**7**
3.1 Know	1	1					
3.2 Know	1	1	1				
3.3 Know	1	1					
Indicator 4	**3**	**1**	**1**	**2**	**0**	**0**	**7**
4.1 Know	3	1	1	2			
Indicator 5	**3**	**3**	**1**	**0**	**0**	**0**	**7**
5.1 Know	1	1					
5.2 Know	1	1	1				
5.3 Know	1	1					
Totals	**10**	**10**	**8**	**7**	**0**	**0**	**35**

* Standard not assessed

READING GRADE 6 Blueprint							
	Low		Medium		High		
	29%		51%		20%		TOTAL TEST
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	10	10	8	7	0	0	
Weighting	29%	29%	23%	20%	0%	0%	
Indicator 1	2	2	3	0	0	0	7
1.1 Appl	1	1	2				
1.2 Know	1	1	1				
Indicator 2	1	2	2	2	0	0	7
2.1 Appl	1	2	2	2			
2.2 *							
Indicator 3	3	3	1	0	0	0	7
3.1 Know	1	1					
3.2 Know	1	1	1				
3.3 Know	1	1					
Indicator 4	1	2	2	2	0	0	7
4.1 Anal	1	2	2	2			
Indicator 5	3	1	0	3	0	0	7
5.1 Anal				3			
5.2 Comp	1	1					
5.3 Know	2						
Totals	10	10	8	7	0	0	35

* Standard not assessed

READING GRADE 7 Blueprint							
	Low		Medium		High		
	29%		51%		20%		TOTAL TEST
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	10	9	9	7	0	0	
Weighting	29%	26%	26%	20%	0%	0%	
Indicator 1	3	2	1	1	0	0	7
1.1 Comp	1	1	1	1			
1.2 Know	2	1					
Indicator 2	1	2	2	2	0	0	7
2.1 Appl	1	2	2	2			
2.2 *							
Indicator 3	4	2	1	0	0	0	7

READING GRADE 7 Blueprint (Continued)							
3.1 Know	1	1					
3.2 Know	1	1	1				
3.3 Know	2						
Indicator 4	**1**	**2**	**2**	**2**	**0**	**0**	**7**
4.1 Appl	1	2	2	2			
Indicator 5	**1**	**1**	**3**	**2**	**0**	**0**	**7**
5.1 Appl			1	1			
5.2 Know	1						
5.3 Appl			1	1			
5.4 Comp		1	1				
Totals	**10**	**9**	**9**	**7**	**0**	**0**	**35**

* Standard not assessed

READING GRADE 8 Blueprint							
	Low		*Medium*		*High*		
	23%		51%		26%		**TOTAL**
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	**TEST**
Item Counts	8	10	8	9	0	0	
Weighting	23%	29%	23%	26%	0%	0%	
Indicator 1	**1**	**1**	**2**	**3**	**0**	**0**	**7**
1.1 Appl	1	1	2	3			
Indicator 2	**1**	**1**	**2**	**3**	**0**	**0**	**7**
2.1 Appl	1	1	2	3			
2.2 *							
Indicator 3	**3**	**4**	**0**	**0**	**0**	**0**	**7**
3.1 Comp	2	2					
3.2 Comp	1	2					
Indicator 4	**1**	**1**	**2**	**3**	**0**	**0**	**7**
4.1 Appl	1	1	2	3			
Indicator 5	**2**	**3**	**2**	**0**	**0**	**0**	**7**
5.1 Comp	1	1	1				
5.2 Comp	1	1					
5.3 Appl		1	1				
Totals	**8**	**10**	**8**	**9**	**0**	**0**	**35**

* Standard not assessed

READING GRADE 11 Blueprint							
	Low		Medium		High		TOTAL TEST
	20%		54%		26%		
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	7	8	11	9	0	0	
Weighting	20%	23%	31%	26%	0%	0%	
Indicator 1	1	1	2	3	0	0	7
1.1 Appl	1	1	2	3			
Indicator 2	0	2	3	2	0	0	7
2.1 Comp		1	1	1			
2.2 Appl		1	2	1			
Indicator 3	2	2	2	1	0	0	7
3.1 Comp	2	2	2	1			
Indicator 4	2	1	2	2	0	0	7
4.1 Appl	2	1	2	2			
Indicator 5	2	2	2	1	0	0	7
5.1 Comp	2	2	2	1			
Totals	7	8	11	9	0	0	35

Note: DOK = Depth of Knowledge
Appl = Application
Anal = Analysis
Comp = Comprehension
Eval = Evaluation
Know = Knowledge
Synt = Synthesis
Cells with blank or zero values mean the standards are not assessed at that particular Bloom's level.

MATHEMATICS GRADE 3 Blueprint							
	Low		**Medium**		**High**		
	29%		51%		20%		**TOTAL TEST**
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**24**	**21**	**22**	**17**	**0**	**0**	
Weighting	**29%**	**25%**	**26%**	**20%**	**0%**	**0%**	
Algebra	**10**	**8**	**5**	**5**	**0**	**0**	**28**
Indicator 1	**3**	**2**	**1**	**1**	**0**	**0**	**7**
A.1.1	1	1	1	1			
A.1.2	2	1					
Indicator 2	**3**	**2**	**1**	**1**	**0**	**0**	**7**
A.2.1	1	1	1	1			
A.2.2	2	1					
Indicator 3	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.3.1	1	2	2	2			
Indicator 4	**3**	**2**	**1**	**1**	**0**	**0**	**7**
A.4.1	1	1	1	1			
A.4.2	2	1					
Geometry	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
G.1.1	1	1	1	1			
G.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	2	2	2	1			
Measurement	**2**	**1**	**3**	**1**	**0**	**0**	**7**
Indicator 1	**2**	**1**	**3**	**1**	**0**	**0**	**7**
M.1.1	1		1				
M.1.2		1		1			
M.1.3			1				
M.1.4	1		1				
M.1.5 combined with M.1.4							
Number Sense	**5**	**4**	**6**	**6**	**0**	**0**	**21**
Indicator 1	**1**	**1**	**3**	**2**	**0**	**0**	**7**
N.1.1	1	1	1				
N.1.2			1	1			
N.1.3			1	1			
Indicator 2	**2**	**1**	**2**	**2**	**0**	**0**	**7**

MATHEMATICS GRADE 3 Blueprint (Continued)							
N.2.1	2	1	2	2			
Indicator 3	**2**	**2**	**1**	**2**	**0**	**0**	**7**
N.3.1	2	2	1	2			
Statistics	**4**	**4**	**4**	**2**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.1.1	1	1	1	1			
S.1.2	1	1	1				
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1			
Totals	**24**	**21**	**22**	**17**	**0**	**0**	**84**

MATHEMATICS GRADE 4 Blueprint							
	Low		*Medium*		*High*		**TOTAL TEST**
	27%		53%		19%		
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**21**	**21**	**20**	**15**	**0**	**0**	
Weighting	**27%**	**27%**	**26%**	**19%**	**0%**	**0%**	
Algebra	**6**	**6**	**4**	**5**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**1**	**2**	**0**	**0**	**7**
A.1.1	1	1		1			
A.1.2	1		1				
A.1.3		1		1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.2.1	1	1	1	1			
A.2.2	1	1	1				
Indicator 4	**2**	**2**	**1**	**2**	**0**	**0**	**7**
A.4.1	2	2	1	2			
Geometry	**4**	**3**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**2**	**1**	**2**	**2**	**0**	**0**	**7**
G.1.1	2		1	1			
G.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	2	2	2	1			
G.2.2 combined with G.2.1							
Measurement	**2**	**2**	**2**	**1**	**0**	**0**	**7**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
M.1.1	1		1				

MATHEMATICS GRADE 4 Blueprint (Continued)						
M.1.2		1		1		
M.1.3	1		1			
M.1.4		1				
Number Sense	**5**	**6**	**6**	**4**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.1.1	1		1			
N.1.2		1		1		
N.1.3	1		1			
N.1.4		1				
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.2.1	1	1	1	1		
N.2.2		1	1	1		
Indicator 3	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.3.1	2	2	2	1		
Statistics	**4**	**4**	**4**	**2**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.1.1	1	1	1	1		
S.1.2	1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1		
Totals	**21**	**21**	**20**	**15**	**0**	**0**	**77**

MATH GRADE 5 Blueprint							
	Low		Medium		High		
	27%		52%		20%		TOTAL TEST
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	**23**	**21**	**23**	**17**	**0**	**0**	
Weighting	**27%**	**25%**	**27%**	**20%**	**0%**	**0%**	
Algebra	**7**	**6**	**7**	**8**	**0**	**0**	**28**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.1.1	1	1	1	1			
A.1.2		1	1	1			
Indicator 2	**2**	**2**	**1**	**2**	**0**	**0**	**7**
A.2.1	2	2	1	2			
Indicator 3	**2**	**1**	**2**	**2**	**0**	**0**	**7**
A.3.1	2	1	2	2			
A.3.2 omit							

MATHEMATICS GRADE 5 Blueprint (Continued)							
Indicator 4	2	1	2	2	0	0	7
A.4.1	2	1	2	2			
Geometry	4	3	4	3	0	0	14
Indicator 1	1	2	2	2	0	0	7
G.1.1	1	1	1	1			
G.1.2		1	1	1			
Indicator 2	3	1	2	1	0	0	7
G.2.1	1		1				
G.2.2	1	1		1			
G.2.3	1		1				
Measurement	2	2	2	1	0	0	7
Indicator 1	2	2	2	1	0	0	7
M.1.1	1		1				
M.1.2		1		1			
M.1.3	1		1				
M.1.4		1					
Number Sense	6	6	6	3	0	0	21
Indicator 1	2	2	2	1	0	0	7
N.1.1	1		1				
N.1.2		1		1			
N.1.3 omit							
N.1.4	1	1	1				
N.1.5 omit							
Indicator 2	2	2	2	1	0	0	7
N.2.1	1	1	1	1			
N.2.2	1	1	1				
N.2.3 omit							
Indicator 3	2	2	2	1	0	0	7
N.3.1	2	2	2	1			
Statistics	4	4	4	2	0	0	14
Indicator 1	2	2	2	1	0	0	7
S.1.1	2	2	2	1			
S.1.2 omit							
Indicator 2	2	2	2	1	0	0	7
S.2.1	2	2	2	1			
S.2.2 omit							
Totals	23	21	23	17	0	0	84

MATHEMATICS GRADE 6 Blueprint							
	Low		*Medium*		*High*		
	23%		57%		19%		TOTAL TEST
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	18	22	22	15	0	0	
Weighting	23%	29%	29%	19%	0%	0%	
Algebra	**5**	**6**	**6**	**4**	**0**	**0**	**21**
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.2.1	2	2	2	1			
Indicator 3	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.3.1	1	1	1	1			
A.3.2		1	1	1			
Indicator 4	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.4.1	2	2	2	1			
Geometry	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
G.1.1	1	1	1	1			
G.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	2	2	2	1			
Measurement	**2**	**2**	**2**	**1**	**0**	**0**	**7**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
M.1.1	1	1	1	1			
M.1.2	1	1	1				
Number Sense	**5**	**6**	**6**	**4**	**0**	**0**	**21**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.1.1	1	1	1	1			
N.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.2.1	2	2	2	1			
Indicator 3	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.3.1	2	2	2	1			
Statistics	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.1.1　omit							
S.1.2	2	2	2	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**

MATHEMATICS GRADE 6 Blueprint (Continued)							
S.2.1	1	2	2	2			
Totals	**18**	**22**	**22**	**15**	**0**	**0**	**77**

MATHEMATICS GRADE 7 Blueprint							
	Low		*Medium*		*High*		TOTAL TEST
	23%		57%		20%		
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**19**	**24**	**24**	**17**	**0**	**0**	
Weighting	**23%**	**29%**	**29%**	**20%**	**0%**	**0%**	
Algebra	**6**	**8**	**8**	**6**	**0**	**0**	**28**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.1.1	1	1	1	1			
A.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.2.1	2	2	2	1			
Indicator 3	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.3.1	1	1	1	1			
A.3.2		1	1	1			
Indicator 4	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.4.1	2	2	2	1			
Geometry	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
G.1.1	1	1	1	1			
G.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	2	2	2	1			
Measurement	**2**	**2**	**2**	**1**	**0**	**0**	**7**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
M.1.1	1	1	1	1			
M.1.2	1	1	1				
Number Sense	**5**	**6**	**6**	**4**	**0**	**0**	**21**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.1.1	1	1	1	1			
N.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.2.1	2	2	2	1			
Indicator 3	**2**	**2**	**2**	**1**	**0**	**0**	**7**

MATHEMATICS GRADE 7 Blueprint (Continued)							
N.3.1	2	2	2	1			
Statistics	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
S.1.1	1	1	1	1			
S.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1			
Totals	**19**	**24**	**24**	**17**	**0**	**0**	**84**

MATHEMATICS GRADE 8 Blueprint							
	Low		Medium		High		TOTAL TEST
	25%		54%		21%		
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**21**	**23**	**22**	**18**	**0**	**0**	
Weighting	**25%**	**27%**	**26%**	**21%**	**0%**	**0%**	
Algebra	**6**	**8**	**8**	**6**	**0**	**0**	**28**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.1.1	1	2	2	2			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.2.1	1	2	2	2			
Indicator 3	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.3.1	2	2	2	1			
Indicator 4	**2**	**2**	**2**	**1**	**0**	**0**	**7**
A.4.1	1	1	1	1			
A.4.2	1	1	1				
Geometry	**4**	**4**	**4**	**2**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.1.1	2	2	2	1			
G.1.2 omit							
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	2	2	2	1			
Measurement	**2**	**2**	**2**	**1**	**0**	**0**	**7**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
M.1.1	1	1	1	1			
M.1.2	1	1	1				
Number Sense	**6**	**5**	**4**	**6**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**1**	**2**	**0**	**0**	**7**

MATHEMATICS GRADE 8 Blueprint (Continued)							
N.1.1	2	2	1	2			
Indicator 2	**2**	**2**	**1**	**2**	**0**	**0**	**7**
N.2.1	2	2	1	2			
Indicator 3	**2**	**1**	**2**	**2**	**0**	**0**	**7**
N.3.1	2	1	2	2			
Statistics	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
S.1.1	1	1	1	1			
S.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1			
Totals	**21**	**23**	**22**	**18**	**0**	**0**	**84**

MATH GRADE 11 Blueprint							
	Low		*Medium*		*High*		TOTAL TEST
	22%		56%		22%		
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**17**	**21**	**22**	**17**	**0**	**0**	
Weighting	**22%**	**27%**	**29%**	**22%**	**0%**	**0%**	
Algebra	**3**	**6**	**6**	**6**	**0**	**0**	**21**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.1.1	1	2	2	2			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.2.1	1	1	1	1			
A 2.2		1	1	1			
Indicator 3	**1**	**2**	**2**	**2**	**0**	**0**	**7**
A.3.1	1	1	1	1			
A.3.2 & A.4.1		1	1	1			
Geometry	**4**	**4**	**4**	**2**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.1.1	2	2	2	1			
G.1.2 omit							
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
G.2.1	1		1	1			
G.2.2	1	1					
G.2.3		1	1				
Measurement	**2**	**2**	**2**	**1**	**0**	**0**	**7**

MATHEMATICS GRADE 11 Blueprint (Continued)							
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
M.1.1	1	1					
M.1.2	1		1				
M.1.3		1	1	1			
Number Sense	**4**	**6**	**6**	**5**	**0**	**0**	**21**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.1.1	1	1	1	1			
N.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.2.1	2	2	2	1			
Indicator 3	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.3.1	1	2	2	2			
N.3.2 omit							
Statistics	**4**	**3**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**2**	**1**	**2**	**2**	**0**	**0**	**7**
S.1.1	1		1				
S.1.2		1		1			
S.1.3	1		1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1			
S.2.2 omit							
Totals	**17**	**21**	**22**	**17**	**0**	**0**	**77**

Note: DOK = Depth of Knowledge
Appl = Application
Anal = Analysis
Comp = Comprehension
Eval = Evaluation
Know = Knowledge
Synt = Synthesis
Cells with blank or zero values mean the standards are not assessed at that particular Bloom's level.

SCIENCE GRADE 5 Blueprint	Low		Medium		High		TOTAL TEST
	20%		60%		20%		
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	14	20	22	14	0	0	
Weighting	20%	29%	31%	20%	0%	0%	
Physical Science	**4**	**6**	**7**	**4**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
P.1.1	2	2	2	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
P.2.1	1	1	1	1			
P.2.2		1	1	1			
Indicator 3	**1**	**2**	**3**	**1**	**0**	**0**	**7**
P.3.1	1	1	1				
P.3.2		1	1				
P.3.3			1	1			
Life Science	**4**	**6**	**7**	**4**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
L.1.1	2	2	2	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
L.2.1	1	1	1	1			
L.2.2		1	1	1			
Indicator 3	**1**	**2**	**3**	**1**	**0**	**0**	**7**
L.3.1	1	1	1				
L.3.2		1	1				
L.3.3			1	1			
Earth/Space Science	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
E.1.1	2	2	2	1			
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
E.2.1	1	1	1	1			
E.2.2		1	1	1			
Science, Technology, Environment, and Society	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
S.1.1	1	1	1	1			
S.1.2		1	1	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**

SCIENCE GRADE 5 Blueprint (Continued)							
S.2.1	2	2	2	1			
Totals	**14**	**20**	**22**	**14**	**0**	**0**	**70**

SCIENCE GRADE 8 Blueprint							
	Low		*Medium*		*High*		TOTAL TEST
	21%		59%		21%		
Bloom's DOKs	Know	Comp	Appl	Anal	Synt	Eval	
Item Counts	13	19	18	13	0	0	
Weighting	21%	30%	29%	21%	0%	0%	
Nature of Science	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
N.1.1	2	2	2	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.2.1	1	2	2	2			
Physical Science	**3**	**4**	**4**	**3**	**0**	**0**	**14**
Indicator 1	**3**	**4**	**4**	**3**	**0**	**0**	**14**
P.1.1	1	1	2	1			
P.1.2	1	2	1	1			
P.1.3	1	1	1	1			
Earth/Space Science	**3**	**7**	**6**	**5**	**0**	**0**	**21**
Indicator 1	**2**	**5**	**4**	**3**	**0**	**0**	**14**
E.1.1	1	1	1				
E.1.2		1	1	1			
E.1.3	1	1	1				
E.1.4		1	1	1			
E.1.5		1		1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
E.2.1	1	1	1	1			
E.2.2		1	1	1			
Science, Technology, Environment, and Society	**4**	**4**	**4**	**2**	**0**	**0**	**14**
Indicator 1	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.1.1	2	2	2	1			
Indicator 2	**2**	**2**	**2**	**1**	**0**	**0**	**7**
S.2.1	2	2	2	1			
Totals	**13**	**19**	**18**	**13**	**0**	**0**	**63**

SCIENCE GRADE 11 Blueprint							
	Low		*Medium*		*High*		
	17%		58%		25%		TOTAL TEST
Bloom's DOKs	**Know**	**Comp**	**Appl**	**Anal**	**Synt**	**Eval**	
Item Counts	**14**	**21**	**28**	**21**	**0**	**0**	
Weighting	**17%**	**25%**	**33%**	**25%**	**0%**	**0%**	
Nature of Science	**2**	**4**	**4**	**4**	**0**	**0**	**14**
Indicator 1	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.1.1	1	1	1	1			
N.1.2		1	1	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
N.2.1	1	1	1	1			
N.2.2		1	1	1			
Physical Science	**4**	**4**	**7**	**6**	**0**	**0**	**21**
Indicator 1	**2**	**2**	**1**	**2**	**0**	**0**	**7**
P.1.1	1						
P.1.2		1					
P.1.3	1		1				
P.1.4		1		1			
P.1.5				1			
Indicator 2	**1**	**1**	**3**	**2**	**0**	**0**	**7**
P.2.1	1	1	1				
P.2.2			1	1			
P.2.3			1	1			
Indicator 3	**1**	**1**	**3**	**2**	**0**	**0**	**7**
P.3.1	1	1	1				
P.3.2			1	1			
P.3.3			1	1			
Life Science	**4**	**6**	**7**	**4**	**0**	**0**	**21**
Indicator 1	**1**	**2**	**3**	**1**	**0**	**0**	**7**
L.1.1	1	1	1				
L.1.2		1	1				
L.1.3			1	1			
Indicator 2	**1**	**2**	**2**	**2**	**0**	**0**	**7**
L.2.1	1	1	1	1			
L.2.2		1	1	1			
Indicator 3	**2**	**2**	**2**	**1**	**0**	**0**	**7**
L.3.1	2	2	2	1			

SCIENCE GRADE 11 Blueprint (Continued)							
Earth/Space Science	2	4	5	3	0	0	14
Indicator 1	0	2	3	2	0	0	7
E.1.1		1	1	1			
E.1.2		1	1				
E.1.3			1	1			
Indicator 2	2	2	2	1	0	0	7
E.2.1	2	2	2	1			
Science, Technology, Environment, and Society	2	3	5	4	0	0	14
Indicator 1	1	2	2	2	0	0	7
S.1.1	1	1	1	1			
S.1.2		1	1	1			
Indicator 2	1	1	3	2	0	0	7
S.2.1	1	1	1				
S.2.3			1	1			
S.2.3			1	1			
Totals	14	21	28	21	0	0	84

Note: DOK = Depth of Knowledge
Appl = Application
Anal = Analysis
Comp = Comprehension
Eval = Evaluation
Know = Knowledge
Synt = Synthesis
Cells with blank or zero values mean the standards are not assessed at that particular Bloom's level.

APPENDIX C: Training Presentation

DAKOTA STEP–A

State Test of Educational Progress–Alternate 2010

Agenda

9:00 a.m.-12:30 p.m.

◦ Welcome and Opening Remarks

◦ *Dakota STEP-A* Overview and Administration

◦ Collecting Supporting Evidence

BREAK

◦ Completing the Rating Forms

◦ Completing the Resolution Worksheet

◦ Pearson Assessment Program Management Information

◦ Evaluation and Adjourn

Learning Outcomes

Participants will:

- Identify the roles and responsibilities of each rater in completing the Rating Forms.

- Understand the process of identifying and documenting tasks for supporting evidence.

- Understand how to complete a Rater Resolution Worksheet.

- Be informed on the distribution and packaging/returning of test materials.

Dakota STEP-A
Overview

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Linda Turner
Special Education Programs

Spring 2010

- The *Dakota STEP-A* tests
  - Reading at grades 3-8 & 11
  - Math at grades 3-8 & 11
  - Science at grades 5, 8 & 11

- Additional assessments required (embedded in STEP-A):
  - Writing at grades 5, 7 & 10
  - Technology at grade 8

Spring 2010

▸ Writing

  ◦ Grade 10 Writing Alternate was available to order on Spectrum, can also order during additional order window

  ◦ Grade 5 and 7 included in STEP-A rating forms

  ◦ Writing <u>does not</u> require supporting evidence submission

What is the Dakota STEP-A

Designed to measure the skills of students with significant cognitive disabilities who are enrolled in Special Education programs and are unable to participate in the DSTEP, even with necessary accommodations.

▸ Aligned with grade level South Dakota Content Standards to measure student progress on grade level skills

Dakota STEP–A

▸ It is an appropriate assessment for the limited number of students working primarily within Extended Content and who also meet the significant cognitive disability criteria.

Eligibility Criteria: Significant Cognitive Disability

1. The student has an active IEP with annual goals and short-term objectives which focus on extended content.

2. The student's cognitive abilities are 2.0 standard deviations or more below the mean.

Eligibility Criteria: Significant Cognitive Disability (continued)

3. The student primarily requires direct and extensive instruction to
   - acquire
   - maintain
   - generalize
   - transfer skills

   which are done in naturally occurring settings of his or her life

Eligibility Criteria: Significant Cognitive Disability (continued)

▸ Example of how to document cognitive ability 2 standard errors below without IQ

  ◦ Due to John's inability to respond verbally or by pointing, a typical cognitive test could not be administered. Past evaluations showed that with the Battelle and the Bailey (both given prior to age 4) his cognitive ability was in the very low range with scores of 50 and 52 respectively. All other evaluations given *(list with scores, including an adaptive)* resulted in scores more than two standard deviations below the mean.

Eligibility Criteria: Significant Cognitive Disability (continued)
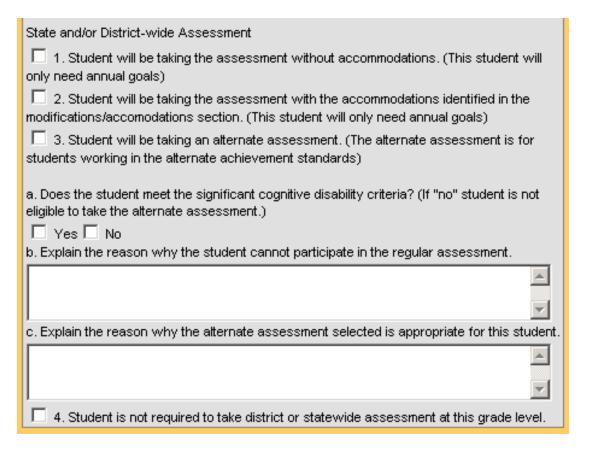
▸ Example 2 of how to document cognitive ability 2 standard errors below without IQ

  ◦ Due to Sue's inability to attend to verbal instructions (teacher and evaluator observations indicate an attention span of less than one minute) a brief cognitive measure was attempted. It was noted that she had a tendency to randomly point rather than look at the pictures being presented. Her ability level of 60 $\pm$ 5 should be interpreted with caution; however it is consistent with all other evaluations given as well as with her day to day performance.

IEP Documentation

- Documentation of meeting the criteria used to determine eligibility for significant cognitive disability <u>must</u> be maintained in the student's file.

- The use of the alternate assessment <u>must</u> be written into the IEP after such determination is made by the student's IEP team. Including justification statements.

Identification on IEP

State and/or District-wide Assessment

☐ 1. Student will be taking the assessment without accommodations. (This student will only need annual goals)

☐ 2. Student will be taking the assessment with the accommodations identified in the modifications/accomodations section. (This student will only need annual goals)

☐ 3. Student will be taking an alternate assessment. (The alternate assessment is for students working in the alternate achievement standards)

a. Does the student meet the significant cognitive disability criteria? (If "no" student is not eligible to take the alternate assessment.)

☐ Yes ☐ No

b. Explain the reason why the student cannot participate in the regular assessment.

c. Explain the reason why the alternate assessment selected is appropriate for this student.

☐ 4. Student is not required to take district or statewide assessment at this grade level.

▸ Student either takes regular assessment with or without modifications
OR
▸ Student takes alternate assessment (Dakota STEP-A and Writing Alternate)

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Why must we?

- All students deserve the opportunity to learn
  - Students with significant cognitive disabilities have not always had the opportunity to learn
  - Previously there were low expectations for learning potential, which gave reason not to teach academics
  - Improves quality of life post school

Why We Should Teach Academics

- Students and their families value academics
- Academics can also be functional
- Double standard
  - Students without intellectual disabilities do not have to master functional skills to be eligible to learn to read or learn other academic skills

*Browder, Ahlgrim-Delzell, Courtade-Little, & Snell, 2006

Not acceptable

▸ Student is non-verbal and non-responsive. No voluntary movements have been observed.

▸ Severe handicap prohibits him from understanding this concept.

▸ Can't do.

▸ With cognitive level between 8-18 months, he does not understand numbers.

▸ Student has autism and is severely mentally retarded. He is very speech limited and unable to attempt this subject area.

Grade level instruction

▸ Opportunities to learning academic content that is matched to what grade level peers are learning

▸ May change:
- ◦ Amount of material to be learned
- ◦ Method of responding
- ◦ Overall depth of knowledge to be demonstrated may be adapted

▸ Does instruction match the standard it is suppose to address?

Browder, Wakeman, Flowers, Rickelman, Pugalee, & Karvonen, 2007.

Why Teach Literacy?

- When given expectations of becoming literate, these students can become literate (Katims & Biklen, 2001)
- Allows opportunities to experience same rich reading experiences as their peers
- Literature provides information and ideas they may not access in other ways
  ◦ smaller social spheres
  ◦ fewer life experiences

Browder, Gibbs, Ahlgrim-Delzell, Courtade, Mraz, & Flowers, in press.

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Why Teach Literacy?

▸ Even if students do not become independently literate, acquisition of literacy skills can increase enjoyment and benefit from a wide range of age and grade appropriate literature

Gretchen Josephson

Browder, Gibbs, Ahlgrim-Delzell, Courtade, Mraz, & Flowers, in press.

Selecting Grade Appropriate Books
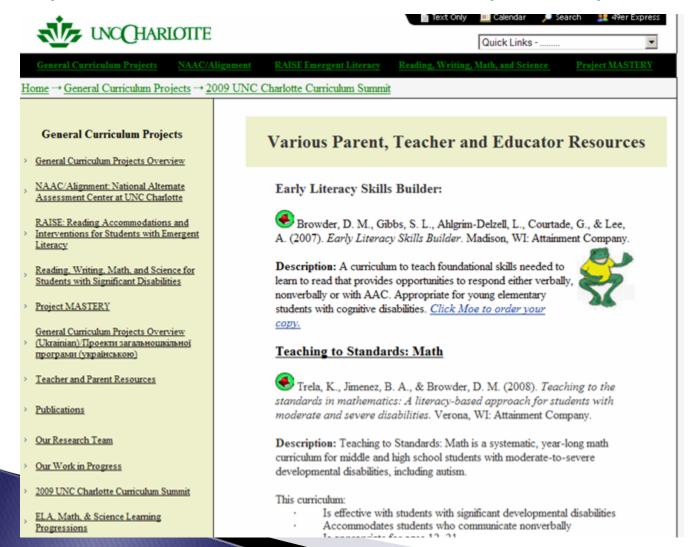
▸ What books are typical students reading?

  ◦ Plan with a general education teacher at your school what his/her students are reading

  ◦ Consult the SD state standards/reading curriculum guide that your school district uses

  ◦ Ask a librarian

  ◦ Search the Internet

    • http://www.emints.org/ethemes/resources/S00001316.shtml

    • http://www.readingonline.org/editorial/edit_index.asp?HREF=september2002/index.html

Resources for adapted texts

- http://education.uncc.edu/access/adaptedbooks.htm
  - Mostly middle/secondary books that require Writing With Symbols
- http://www.symbolworld.org/
  - Free monthly adapted newsletter
- http://www.news-2-you.com
  - Weekly adapted newspaper (requires subscription)
- http://www.baltimorecityschools.org/boardmaker/adapted_library.asp
  - Mostly elementary level materials to accompany books that require Boardmaker
- http://online.sfsu.edu/~nancyr/pdf/modfbks.pdf
  - Strategies & Tools for Adapting Books

Research Based Materials

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Let's Get Started!

First Steps

- Identify Raters
  - Rater #1
    - Required to be:
      - Student's primary Special Education teacher

  - Rater #2
    - Colleague who knows and works with the student on a regular basis

    - Cannot be the parent

Raters roles

▸ The two raters independently complete a Rating Form for each student.

Rater #1

Rater #2

Why two ratings?
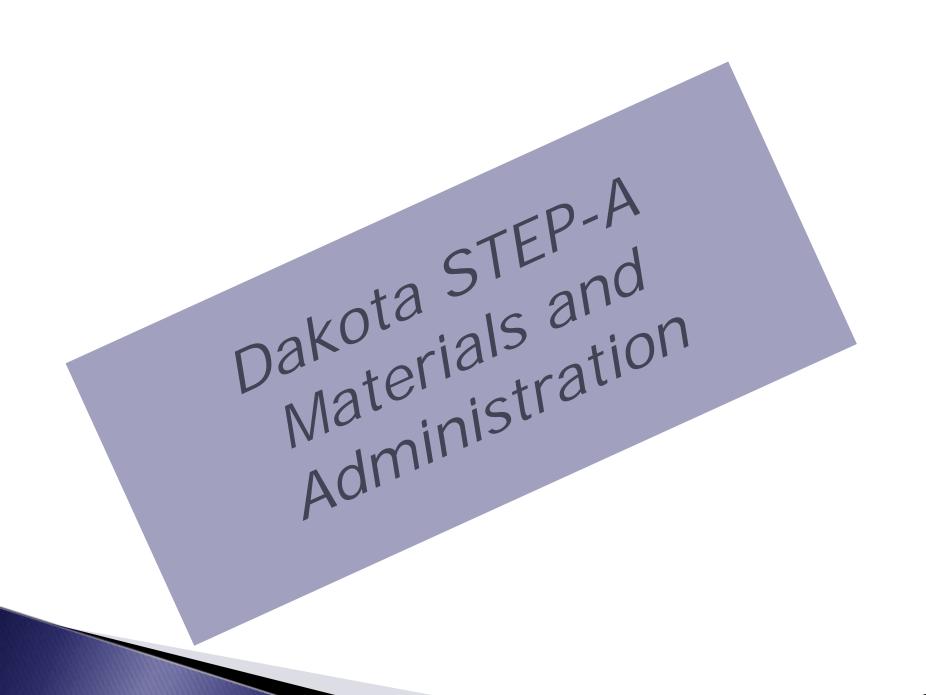
▸ To ensure that assessment results provide the most accurate possible profile of the student's achievement as observed and evaluated by educational professionals across multiple settings throughout the assessment time period.

First Steps cont.
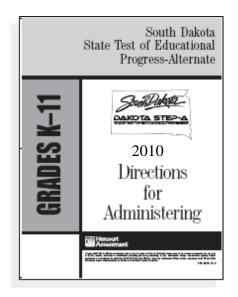
▸ Receive training
▸ Sign test security agreement/affidavit
▸ Receive Materials

Security of Materials
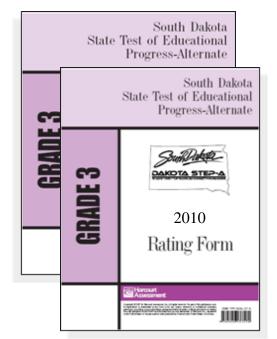
- Test security agreement/affidavits <u>must</u> be completed <u>prior</u> to receiving *STEP-A* materials.

- Keep all materials in a secure location except when being utilized

- Utilize the *Test Irregularity Form* (Appendix A) to document and resolve ANY irregularities occurring during testing

Dakota STEP-A Materials and Administration

STEP–A MATERIALS

Directions for Administering

2010 Directions for Administering — South Dakota State Test of Educational Progress-Alternate, GRADES K–11

2010 Rating Form — South Dakota State Test of Educational Progress-Alternate, GRADE 3

- Grade-Specific Rating Forms
- Student Characteristics Survey
- Demographic Data Page

Data Collection Form*

Score Resolution Worksheet*

* Indicates that forms are available on the web and may be copied if necessary.
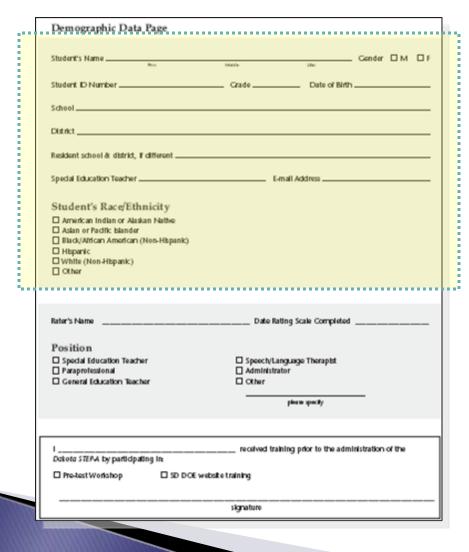
Dakota STEP–A Components

▸ <u>Rating Forms</u> composed of
  ◦ grade-specific tasks/skills (2 per student)

▸ <u>Data Collection Forms</u>
  ◦ Documents the supporting evidence collected for identified tasks

▸ <u>Supporting Evidence</u> consisting of
  ◦ student work samples and documents to demonstrate the student's abilities relative to specific Rating Form task/skills

▸ <u>Score Resolution Worksheets</u> resolve
  ◦ the ratings of tasks with Supporting Evidence that are not rated identically by both Raters

Dakota STEP-A
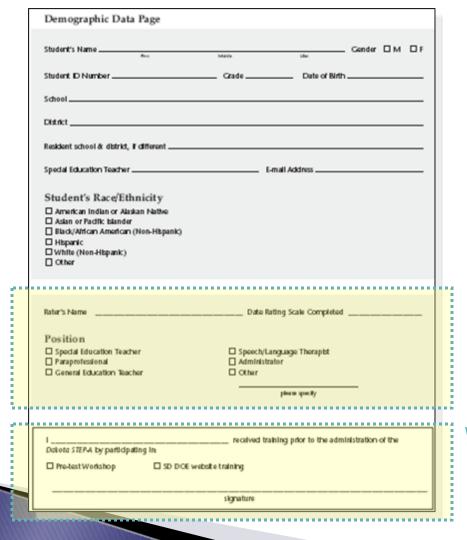
▸ The Rating Form measures academic skills or tasks in:
- ◦ Reading – Gr. 3-8 & 11
- ◦ Mathematics – Gr. 3-8 & 11
- ◦ Science – Gr. 5, 8 & 11
- ◦ Writing – Gr. 5, 7 & 10

▸ Ratings indicate the degree to which a student is able to perform each skill.

▸ Rate EVERY task, even if some skills or activities do not seem to apply to the student or are to difficult to rate.

Demographic Data Page

Demographic Data Page

Student's Name _____ Gender ☐ M ☐ F

Student ID Number _____ Grade _____ Date of Birth _____

School _____

District _____

Resident school & district, if different _____

Special Education Teacher _____ E-mail Address _____

Student's Race/Ethnicity
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black/African American (Non-Hispanic)
☐ Hispanic
☐ White (Non-Hispanic)
☐ Other

Rater's Name _____ Date Rating Scale Completed _____

Position
☐ Special Education Teacher   ☐ Speech/Language Therapist
☐ Paraprofessional   ☐ Administrator
☐ General Education Teacher   ☐ Other
                                 _____
                                 please specify

I _____ received training prior to the administration of the *Dakota STEP-A* by participating in:

☐ Pre-test Workshop   ☐ SD DOE website training

_____
signature

- ▸ Rater 1 completes student information
- ▸ Preprinted labels will be provided for most students
  - ◦ Can correct if information not accurate
  - ◦ Can handwrite information
- ▸ Email best way to contact if information needs to be verified

Demographic Data Page

- Position of rater must be identified.
- All raters must receive and sign that training has been received.

Where do we start?

Beginning the Process

▸ Rater 1

  ◦ Thoroughly review the DFA (Directions for Administration)

  ◦ Review the Rating Forms for each content area and grade level

    • Mark skills that are aligned to IEP
    • Mark skills that supporting evidence will be collected on

Supporting Evidence Requirements

▸ Required for students in grades 3-8 and 11 in reading, math, and science.

▸ Must be provided in a format that allows an independent evaluator to <u>understand the student's performance of a particular skill</u> identified on the Rating Form.

▸ Collection must occur during the testing window (February 1-March 12, 2010).

Supporting Evidence Requirements

▸ When possible, items/tasks/activities that are aligned to the student's IEP may be best choice for Supporting Evidence.

◦ Ensures student has had instruction in the skill.
◦ May best represent student's performance.
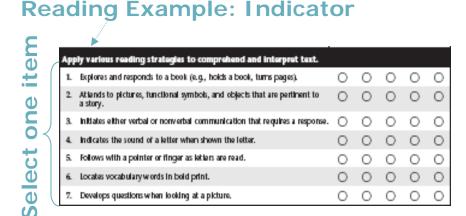
Purpose of Supporting Evidence

- Make an informed rating of student performance
- Documents actual student performance.
- Informs the second rater of student's skill level
- Is a reliability check to ensure evidence clearly articulates student performance
- Is a validity check to ensure skills are on grade level

Selecting Items for Supporting Evidence

- Select ONE item for each Indicator in Reading for Supporting Evidence. (5 total)

- Select ONE item for each Strand in Math for Supporting Evidence. (5 total)

Reading Example: Indicator

Select one item

Apply various reading strategies to comprehend and interpret text.					
1. Explores and responds to a book (e.g., holds a book, turns pages).	○	○	○	○	○
2. Attends to pictures, functional symbols, and objects that are pertinent to a story.	○	○	○	○	○
3. Initiates either verbal or nonverbal communication that requires a response.	○	○	○	○	○
4. Indicates the sound of a letter when shown the letter.	○	○	○	○	○
5. Follows with a pointer or finger as letters are read.	○	○	○	○	○
6. Locates vocabulary words in bold print.	○	○	○	○	○
7. Develops questions when looking at a picture.	○	○	○	○	○

- Select ONE item for each Strand in Science for Supporting Evidence.

  (4 in 5th & 8th, 5 in 11th)

Collection and documentation of evidence must occur during the testing window.

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Reading

Items/Tasks

Apply various reading strategies to comprehend and interpret text.

1. Explores and responds to a book (e.g., holds a book, turns pages).

2. Attends to pictures, functional symbols, and objects that are pertinent to a story.

   Indicator

3. Initiates either verbal or nonverbal communication that requires a response.

4. Indicates the sound of a letter when shown the letter.

5. Follows with a pointer or finger as letters are read.

6. Locates vocabulary words in bold print.

7. Develops questions when looking at a picture.

Items/Tasks

Evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

8. Imitates "real" sound effects (e.g., "What does the pig say?").

9. Attends to a story.

10. When given two pictures, identifies the one that shows a real person, object, or situation.

    Indicator

11. Identifies the setting of a story.

12. Recalls two events from a story (e.g., who, where, what happened).

13. Identifies differences between characters.

14. Recalls and sequences 2–3 events from a story.

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Reading

Supporting Evidence is REQUIRED for <u>one</u> of the skills listed in <u>each</u> of the reading indicators:

1. Recognize and analyze words.
2. Comprehend and fluently read text.
3. Apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.
4. Interpret and respond to diverse, multicultural, and time period texts.
5. Access, analyze, synthesize, and evaluate informational texts.

Note: A total of 5 submissions, *one item from each content indicator* above, must be completed.

Mathematics

Supporting Evidence is REQUIRED for <u>one</u> of the skills listed in <u>each</u> math strand:

1. Algebra
2. Geometry
3. Measurement
4. Number Sense
5. Statistics and Probability

Note: A total of 5 submissions, *one item from each of the content strands* above, must be completed.

Science

Supporting Evidence is REQUIRED for <u>one</u> of the skills listed in <u>each</u> science strand:

1. Nature of Science (grades 8 & 11 only)
2. Physical Science (grades 5, 8, & 11)
3. Life Science (grades 5 & 11 only)
4. Earth/Space Science (grades 5, 8, & 11)
5. Science, Technology, Environment & Society (grades 5, 8, & 11)

Note: A total of 4 or 5 submissions, *one item from each of the content strands* above, must be completed.
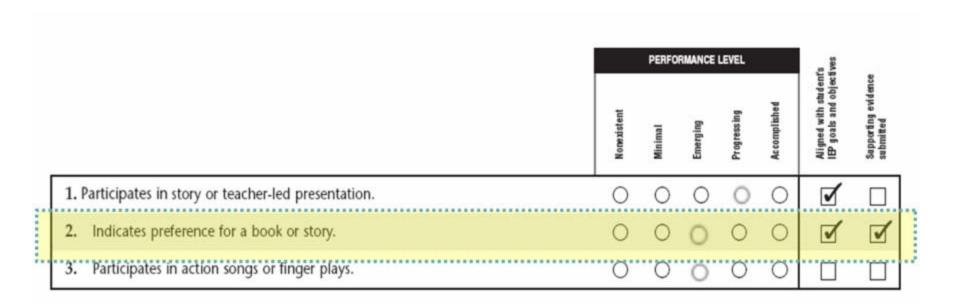
Summary of Required Data Collection

Grade Level	Reading Indicators	Math Strands	Science Strands	Total # Supporting Evidence	Total # Data Collection Forms
3rd	5	5	0	10	10
4th	5	5	0	10	10
5th	5	5	4	14	14
6th	5	5	0	10	10
7th	5	5	0	10	10
8th	5	5	4	14	14
11th	5	5	5	15	15

Supporting Evidence Not Required

▸ Supporting Evidence does not need to be collected for:
  ◦ Writing at grades 5, 7 and 10
  ◦ Embedded Technology assessment items

Marking the rating form

	PERFORMANCE LEVEL					Aligned with student's IEP goals and objectives	Supporting evidence submitted
	Nonexistent	Minimal	Emerging	Progressing	Accomplished		
1. Participates in story or teacher-led presentation.	○	○	○	○	○	✓	☐
2. Indicates preference for a book or story.	○	○	○	○	○	✓	✓
3. Participates in action songs or finger plays.	○	○	○	○	○	☐	☐

Collecting Supporting Evidence

▸ Plan instruction and lessons on the skills identified
  ◦ Must document at least <u>three trials</u> of skill
▸ Determine how the skill will be documented
  ◦ Must have one Data Collection Form
  ◦ Must have one piece of evidence from one of the trials
    • Should represent **overall** performance
▸ Prepare materials for instruction and documentation

Sample of Student Work

The sample of student work submitted should be in a format that provides EVIDENCE of the student's performance of an entire task (or as much of the task as the student accomplished).

Formats for Supporting Evidence
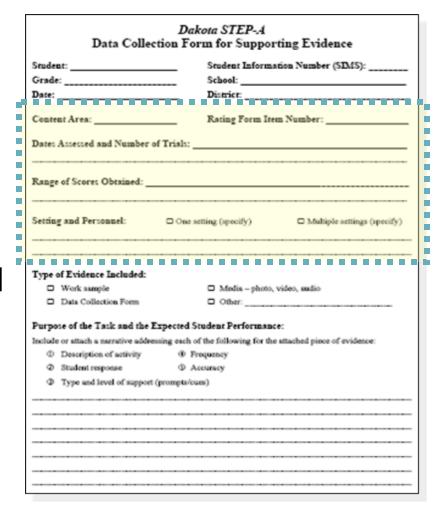
▸ A work sample (a worksheet, an essay, a model, etc.).

▸ Annotated photographs that show the student accomplishing the entire task.

▸ Videos of the student with an explanation of the task.

▸ Audiotapes with scripts of oral tasks, etc.

Data Collection Form for Supporting Evidence

▸ Rater #1 completes one Data Collection Form for each submission of Supporting Evidence.

▸ Form is used to summarize and provide documentation of the student work sample and includes a narrative.

▸ Once completed, the form must be submitted with the Supporting Evidence.

Data Collection Form for Supporting Evidence

– Demographic information

– Most students will have preprinted labels that can be affixed in this section

– Form available online if prefer to type

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____   Student Information Number (SIMS): _____
Grade: _____   School: _____
Date: _____   District: _____

Content Area: _____   Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)

Type of Evidence Included:
☐ Work sample   ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity   ④ Frequency
② Student response   ⑤ Accuracy
③ Type and level of support (prompts/cues)

Data Collection Form for Supporting Evidence

– Content Area

– Rating Form Item Number

– Dates Assessed and Number of Trials (must have at least three)

– Range of Scores Obtained

– Setting and Personnel

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____

Grade: _____ School: _____

Date: _____ District: _____

Content Area: _____ Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify) ☐ Multiple settings (specify)

Type of Evidence Included:
- ☐ Work sample
- ☐ Data Collection Form
- ☐ Media – photo, video, audio
- ☐ Other: _____

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:
1. Description of activity
2. Student response
3. Type and level of support (prompts/cues)
4. Frequency
5. Accuracy

Data Collection Form for Supporting Evidence

▸ Should document student performance throughout the testing window

▸ Provides the overall picture of student performance

▸ Must have at least three trials documented

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____
Grade: _____ School: _____
Date: _____ District: _____

Content Area: _____ Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify) ☐ Multiple settings (specify)

Type of Evidence Included:
☐ Work sample ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity ④ Frequency
② Student response ⑤ Accuracy
③ Type and level of support (prompts/cues)

Data Collection Form for Supporting Evidence

- **One Setting**
  - Same location
  - Same materials
  - Same personnel
- **Multiple Settings**
  - Multiple locations
    - Different areas in classroom
    - Gen ed./community setting
  - Variety of personnel

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____
Grade: _____ School: _____
Date: _____ District: _____

Content Area: _____ Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____
_____

Range of Scores Obtained: _____
_____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)
_____
_____

Type of Evidence Included:
☐ Work sample   ☐ Media – photo, video, audio
☐ Data Collection Form   ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity   ④ Frequency
② Student response   ⑤ Accuracy
③ Type and level of support (prompts/cues)

Data Collection Form for Supporting Evidence Cont

Content Area: Math – Statistics and probability

Rating Form Item Number: # 101 – Displays data using graphic representations on a graph.

Dates Assessed and Number of Trials: March 3, 2009 – 5 trials, March 4, 2009 – 5trials, March 9, 2009 – 5 trials.

Range of Scores Obtained: 20%, 20%, and 40%

Setting and Personnel: ☐One setting (specify)   X Multiple settings (specify)

Testing was done in the classroom setting with the teacher or classroom teacher assistant and

Data Collection Form for Supporting Evidence

- Type of Evidence Included:
  - Work sample
  - Data Collection Form
  - Media-photo, video, audio
  - Other

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____   Student Information Number (SIMS): _____
Grade: _____   School: _____
Date: _____   District: _____

Content Area: _____   Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)

Type of Evidence Included:
☐ Work sample   ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity   ④ Frequency
② Student response   ⑤ Accuracy
③ Type and level of support (prompts/cues)

Data Collection Form for Supporting Evidence

Purpose of the Task and the Expected Student Performance:

Need to include or attach a NARRATIVE addressing each performance of the piece of evidence.

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____   Student Information Number (SIMS): _____

Grade: _____   School: _____

Date: _____   District: _____

Content Area: _____   Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify)   ☐ Multiple settings (specify)

Type of Evidence Included:
- ☐ Work sample
- ☐ Data Collection Form
- ☐ Media – photo, video, audio
- ☐ Other: _____

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

① Description of activity   ④ Frequency
② Student response   ⑤ Accuracy
③ Type and level of support (prompts/cues)

Narrative

- <u>Must</u> address each of the following for the piece of evidence:

_____

  ◦ Description of Activity…
_____

  ◦ Student Response…
_____

  ◦ Type and Level of Support…
_____

  ◦ Frequency…
_____

  ◦ Accuracy…
_____

_____

Example of Narrative

▸ Math #101: Displays data using graphic representations on a graph.

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

① Description of activity   ④ Frequency

② Student response   ⑤ Accuracy

③ Type and level of support (prompts/cues)

When presented with the weekly weather graph ████ was asked questions about the weather. ████ was asked to use her number page on her communication device to display the correct number of the findings on the chart. ████ would activate her communication device by pressing a micro light switch with her thumb. The questions consisted of how many days were cloudy, sunny, rainy or snowy. ████ required many verbal prompts to answer the questions and indicated that she did not like this activity. ████ participated in 5 trials with 20% accuracy.

Example of Narrative Cont

- Frequency
  - May or may not describe depending on how much support or how many times activity was performed with the attached piece of evidence.

- Examples of frequency statements:
  - Required prompting two separate times.
  - Matched set of words to pictures three separate times during the lesson.

Student
Work
Samples

Student Work Samples

▸ Label evidence in case separated with:
  ◦ Name
  ◦ School
  ◦ Grade
  ◦ Subject
  ◦ Rating Form Item corresponding to
▸ Need to submit one trial documented in narrative, but enough information to convey student performance

Student Work Samples

▸ Send one or more of the following:
  ◦ 2-4 Annotated photos showing student performing task
  ◦ Work sample that shows what student completed
  ◦ Data gathered during work session
  ◦ Media: video, audio of session
    • Use sparingly, only if best way to convey student performance
  ◦ Original work samples and photos are easiest to review if not needed

DATA CHART

Student Name: _____

Content Area: _____

Indicate with a + or − if student answered a given item correctly

	DATE:	DATE:	DATE:	DATE:	DATE:
Activity:	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
1.					
2.					
3.					
4.					
5.					
# correct					
# possible					

1. In how many **settings** did the student perform this task?		1	2	3+
2. Of these settings, how many were **integrated** with age-level peers?		1	2	3+
3. Were human **support(s)** used?	No	Yes (describe)		
4. Was **assistive technology or modifications** used?	No	Yes (describe)		

Student Work Samples

▸ Avoid Sending:
- ◦ Photo copy of entire story or text used
- ◦ Manipulatives from classroom (take a picture)
- ◦ Entire PowerPoint presentations
- ◦ Original work that is cumbersome (large posters, models…)

Math #101   Statistics and Probability
Displays data using graphic representations on a graph.

Rating Form
Rater 1

Rating Form

Starting with the items that supporting evidence was collected for:

For <u>each</u> content-based task (item), Rater #1 determines the performance level at which the student is observed performing each task or skill (item).

	PERFORMANCE LEVEL					Aligned with student's IEP goals and objectives	Supporting evidence submitted
	Nonexistent	Minimal	Emerging	Progressing	Accomplished		
1. Participates in story or teacher-led presentation.	○	○	○	○	○	☑	☐
2. Indicates preference for a book or story.	○	○	○	○	○	☑	☑
3. Participates in action songs or finger plays.	○	○	○	○	○	☐	☐

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Basis of Ratings
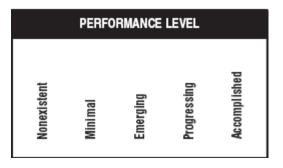
▸ Rating is based on each rater's knowledge of the student's current performance level based on evidence collected, direct observation, and professional judgment.

Completing the Rating Form

▸ Evaluate each student's performance according to the following performance levels:
  ◦ Nonexistent
  ◦ Minimal
  ◦ Emerging
  ◦ Progressing
  ◦ Accomplished

PERFORMANCE LEVEL				
Nonexistent	Minimal	Emerging	Progressing	Accomplished

Rubric for Performance Levels and Descriptors

Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
Emerging	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Performance Level/Description

Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.

Performance Level/Description

Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.

Performance Level/Description

Emerging	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25-49%.

Performance Level/Description

Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50-79% if performed independently or 50-100% with minimal prompting.

Performance Level/Description

Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80-100%.

Performance Descriptions Regarding Prompting

"Nonexistent" Performance Level	**Full Physical Prompting**	Requires the teacher to use "hand-over-hand" prompting throughout the entire task.
"Minimal" Performance Level	**Significant Prompting**	Involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.
"Emerging" Performance Level	**Moderate Prompting**	Includes touching the student's elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.
"Progressing" Performance Level	**Minimal Prompting**	Includes providing verbal cues or touch cues to initiate or redirect the student.

Systematic Prompting

‣ Use a hierarchy of prompting for each trial

◦ QUESTION: What animal was Elaine's pet?

• Wait 5 seconds, if correct praise, if no response, then

◦ PROMPT: "Dog…show me the dog."

• Wait 5 seconds, if correct, praise, if no response, then

◦ MODEL: "Dog…point like this…you do it."

• Wait 5 seconds, if correct, praise, no response, then

◦ GUIDE: "Let me help you point to the dog."

• Physically guide and end trial.

Rating Student Performance

- If performance falls among several levels, use the level that meets most of the criteria; however
  - To perform at the higher level in the range, the student must meet all the criteria
  - Accuracy should be considered in conjunction with independence if falling in multiple categories

Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? *Yes (continue) No (can't score)*

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
Response (Engagement) Mark the highest level achieved.	*May or may not be aware, but:* • Unable to perform any part • Unable to demonstrate any knowledge	*Attends and can respond:* • Indicates some attempt • Attends and can respond to task	• Responds to most or all of the task	• Engaged in task • Performing task relatively independently	• Engaged in task • Performing task independently
Support (Independent) Mark the highest level achieved.	• Requires full physical prompting – teacher assistance required otherwise there would be no response	• Requires prompts related to concept throughout the task • Physical – teacher assisting through touch • Verbal – repetition of the concept to instruct • Visual – providing a model or demonstration • Other prompting	• Prompt student to initiate task • Modeling by teacher • Model to follow • Cueing student to accurate response	*Prompting at this level does not involve instruction relating to concept or skill* • Prompt to initiate task • Prompt to redirect student to task • Repeat directions	• No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	*No independent response to activity:* • 0% without full assistance	*Responses may be correct or incorrect:* • 0-25% if done independently • 0-100% with prompting	*Performance may be inconsistent:* • 25-49% if done independently • 25-100% with prompting	*Performance is consistent:* • 50-79% if done independently • 50-100% with prompting	*Performance is consistent:* • 80-100% independently
Setting	• One Setting ⟶			• Multiple settings ⟶	
Frequency	• Minimum of three trials during the testing window ⟶				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

South Dakota Department of Education   1/2009

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Practice Rating

Example 1

Grade: 4

Content Area: Math – Statistics and probability

Rating Form Item Number: # 101 – Displays data using graphic representations on a graph.

Dates Assessed and Number of Trials: March 3, 2009 – 5 trials, March 4, 2009 – 5trials, March 9, 2009 – 5 trials.

Range of Scores Obtained: 20%, 20%, and 40%

Setting and Personnel: ☐One setting (specify)   **X** Multiple settings (specify)

Testing was done in the classroom setting with the teacher or classroom teacher assistant and

▮▮▮▮▮

Type of Evidence Included:

☐ Work sample   **X** Media – photo, video, audio

☐ Data Collection Form   ☐ Other:

Example 1

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

① Description of activity   ④ Frequency

② Student response   ⑤ Accuracy

③ Type and level of support (prompts/cues)

When presented with the weekly weather graph ▮▮▮▮ was asked questions about the weather. ▮▮▮▮ was asked to use her number page on her communication device to display the correct number of the findings on the chart. ▮▮▮▮ would activate her communication device by pressing a micro light switch with her thumb. The questions consisted of how many days were cloudy, sunny, rainy or snowy. ▮▮▮▮ required many verbal prompts to answer the questions and indicated that she did not like this activity. ▮▮▮▮ participated in 5 trials with 20% accuracy.

Math #101   Statistics and Probability
Displays data using graphic representations on a graph.

Rating Student Performance Using Supporting Evidence

▶ Statements that relate performance on the evidence to overall performance will help second rater and independent rater see the full picture:

- ◦ Multiple settings
- ◦ Accuracy across trials – 20%, 20%, 40%
- ◦ Responded to task
- ◦ Indicated didn't like activity
- ◦ Required many verbal prompts

Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? **Yes (continue)** No (can't score)

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
Response (Engagement) Mark the highest level achieved.	*May or may not be aware, but:* • Unable to perform any part • Unable to demonstrate any knowledge	*Attends and can respond:* • Indicates some attempt • Attends and can respond to task	• Responds to most or all of the task	• Engaged in task • Performing task relatively independently	• Engaged in task • Performing task independently
Support (Independent) Mark the highest level achieved.	• Requires full physical prompting – teacher assistance required otherwise there would be no response	• Requires prompts related to concept throughout the task • Physical – teacher assisting through touch • Verbal – repetition of the concept to instruct • Visual – providing a model or demonstration • Other prompting	• Prompt student to initiate task • Modeling by teacher • Model to follow • Cueing student to accurate response	*Prompting at this level does not involve instruction relating to concept or skill* • Prompt to initiate task • Prompt to redirect student to task • Repeat directions	• No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	*No independent response to activity:* • 0% without full assistance	*Responses may be correct or incorrect:* • 0-25% if done independently • 0-100% with prompting	*Performance may be inconsistent:* • 25-49% if done independently • 25-100% with prompting	*Performance is consistent:* • 50-79% if done independently • 50-100% with prompting	*Performance is consistent:* • 80-100% independently
Setting	• One Setting ⟶			• Multiple settings ⟶	
Frequency	• Minimum of three trials during the testing window ⟶				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

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Example 2

Grade 8

Identifies solids, loquids, or gases in his/her environment.

Content Area: *Physical Science* **Rating Form Item Number:** #144

Dates Assessed and Number of Trials: 2/27, 3/3, 3/4, 3/5, 3/6
5 trials

Range of Scores Obtained: 33%, (100%), 100%, 100%, 100% — on own
on own *with support*

Setting and Personnel: ☐ One setting (specify) ☑ Multiple settings (specify)

Setting: 1st trial: Kidney bean shaped table, 2nd trial: round table, 3rd trial: computer desk, 4th trial: group of desks, 5th trial: single desk   Personnel: Special Education Teacher

Type of Evidence Included:

☑ Work sample   ☐ Media – photo, video, audio

☐ Data Collection Form   ☐ Other: _____

Physical Science #144: Identifies solids, liquids, or gases in his/her environment.
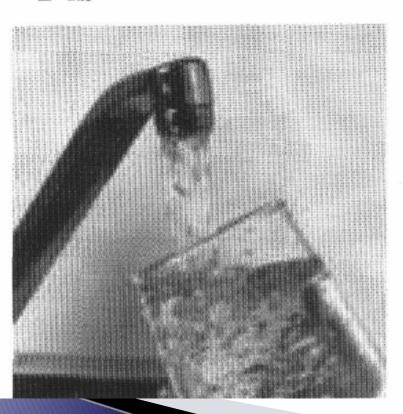
1. The student was shown pictures of water in its three states of matter. The student was asked to determine if the water was a solid, liquid, or gas in each picture.

2. The student had trouble with the first trial, but after some redirecting during the second trial the student understood the three states of matter.

3. The student was redirected during the second trial and succeeded in completing the remaining three trials individually.

4. One set of pictures was used for this artifact (4th Trial).

5. Received 100% with support, accuracy would have been 83% on own.

Solids, Liquids and Gases
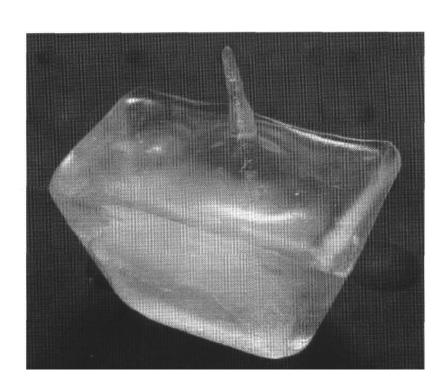
Is the water a solid, liquid or gas? Circle your choice below:

- ☐ Solid
- ☑ Liquid
- ☐ Gas

Is the water a solid, liquid or gas? Circle your choice below:
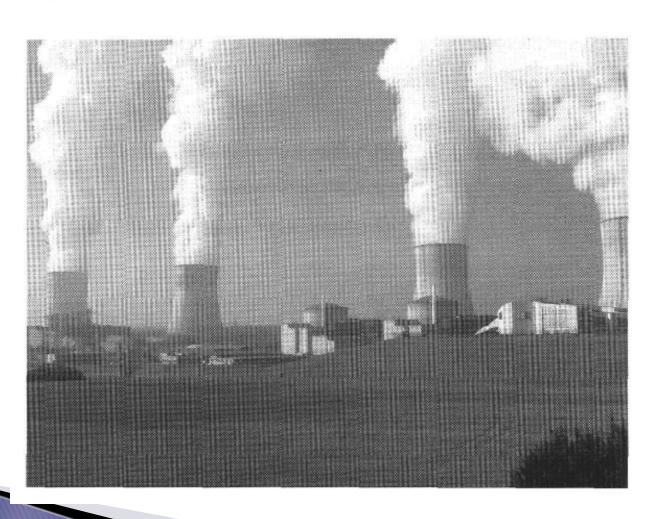
- ☑ Solid
- ☐ Liquid
- ☐ Gas

Is the water a solid, liquid or gas? Circle your choice below:

- ☐ Solid
- ☐ Liquid
- ☑ Gas

Rating Student Performance Using Supporting Evidence

▸ Statements that relate performance on the evidence to overall performance will help second rater and independent rater see the full picture:

- ◦ Multiple settings
- ◦ Accuracy across trials:
  - • 33% on own,
  - • 100% with support,
  - • 100%, 100%, 100% independent
- ◦ Responded to task
- ◦ Needed support in first two trials, then independent

Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? **Yes (continue)** No (can't score)

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
Response (Engagement) Mark the highest level achieved.	*May or may not be aware, but:* • Unable to perform any part • Unable to demonstrate any knowledge	*Attends and can respond:* • Indicates some attempt • Attends and can respond to task	• Responds to most or all of the task	• Engaged in task • Performing task relatively independently	• Engaged in task • Performing task independently
Support (Independent) Mark the highest level achieved.	• Requires full physical prompting – teacher assistance required otherwise there would be no response	• Requires prompts related to concept throughout the task • Physical – teacher assisting through touch • Verbal – repetition of the concept to instruct • Visual – providing a model or demonstration • Other prompting	• Prompt student to initiate task • Modeling by teacher • Model to follow • Cueing student to accurate response	*Prompting at this level does not involve instruction relating to concept or skill* • Prompt to initiate task • Prompt to redirect student to task • Repeat directions	• No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	*No independent response to activity:* • 0% without full assistance	*Responses may be correct or incorrect:* • 0-25% if done independently • 0-100% with prompting	*Performance may be inconsistent:* • 25-49% if done independently • 25-100% with prompting	*Performance is consistent:* • 50-79% if done independently • 50-100% with prompting	*Performance is consistent:* • 80-100% independently
Setting	• One Setting ⟶			• Multiple settings ⟶	
Frequency	• Minimum of three trials during the testing window ⟶				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

Example 3

Grade: 6

Content Area: Reading – Identifies a representation as being from the past, present, or future.

Rating Form Item Number: # 22

Dates Assessed and Number of Trials: March 4, 2009   March 5, 2009

March 6, 2009

Range of Scores Obtained: 40%, 60%, and 80% of each day of the trials.

Setting and Personnel: ☐ One setting (specify)   **X** Multiple settings (specify)

Testing was done in the classroom setting with the teacher or classroom teacher assistant and ▮▮▮▮

Type of Evidence Included:

- ☐ Work sample
- ☐ Data Collection Form

X Media – photo, video, audio
☐ Other:

Example 3

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

① Description of activity ④ Frequency
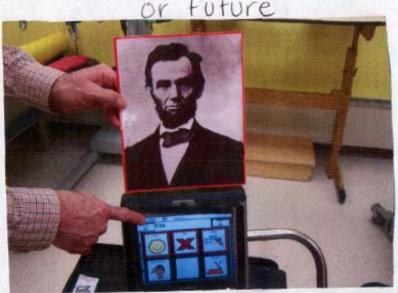
② Student response ⑤ Accuracy

③ Type and level of support (prompts/cues)
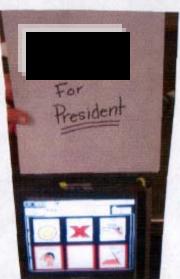
Pictures of President Lincoln, President Obama and a card saying "███████ for President" were shown to ███████. The instructor explained the meaning to him how each one is a representation of past, present and a future possibility. ███████ was then directed to locate his yes/no page. He would touch his head switch to activate his communication device. ███████ would answer the questions by activating yes or no on his device. Verbal prompts and explanations were need initially. ███████ demonstrated an eagerness to learn the activity and indicated an understanding following the explanation. 80% accuracy with 5 trials.

Reading #22 Identifies a representation (images or models) as being from past, present or future

For President

Rating Student Performance Using Supporting Evidence

▸ Statements that relate performance on the evidence to overall performance will help second rater and independent rater see the full picture:

- Multiple settings
- 40%, 60%, and 80% accuracy
- Eager to learn activity
- Verbal prompts and explanations initially needed
- Indicated understanding

Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? **Yes (continue)** | No (can't score)

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
Response (Engagement) Mark the highest level achieved.	*May or may not be aware, but:* • Unable to perform any part • Unable to demonstrate any knowledge	*Attends and can respond:* • Indicates some attempt • Attends and can respond to task	• Responds to most or all of the task	• Engaged in task • Performing task relatively independently	• Engaged in task • Performing task independently
Support (Independent) Mark the highest level achieved.	• Requires full physical prompting – teacher assistance required otherwise there would be no response	• Requires prompts related to concept throughout the task • Physical – teacher assisting through touch • Verbal – repetition of the concept to instruct • Visual – providing a model or demonstration • Other prompting	• Prompt student to initiate task • Modeling by teacher • Model to follow • Cueing student to accurate response	*Prompting at this level does not involve instruction relating to concept or skill* • Prompt to initiate task • Prompt to redirect student to task • Repeat directions	• No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	*No independent response to activity:* • 0% without full assistance	*Responses may be correct or incorrect:* • 0-25% if done independently • 0-100% with prompting	*Performance may be inconsistent:* • 25-49% if done independently • 25-100% with prompting	*Performance is consistent:* • 50-79% if done independently • 50-100% with prompting	*Performance is consistent:* • 80-100% independently
Setting	• One Setting ————————————————————————————⟶			• Multiple settings ————————⟶	
Frequency	• Minimum of three trials during the testing window ——————————————————————————————————⟶				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

Completing the Rating Form

Final Steps Rater 1

- ▸ Complete rating for all remaining items
- ▸ Complete Student Characteristics Survey

Rater #1: Student Characteristics Survey

Dakota STEP-A Student Survey

Within each category, select one or more of the following statements that best describe the student being evaluated.

Expressive Language

- Uses symbolic language to communicate
- Uses intentional communication, but not at a symbolic language level
- Communicates primarily through cries, facial expressions, gestures, changes in muscle tone, etc.

Communication System

The student uses an augmentative communication system in addition to or in place of oral speech.
- Yes
- No

Receptive Language

- Independently follows 1–2 step directions presented through words; does not need additional cues
- Requires additional cues to follow 1–2 step directions
- Alerts to sensory input from another person, but requires actual physical assistance to follow simple directions
- Uncertain response to sensory stimuli

Vision

- Vision within normal limits
- Corrected vision within normal limits
- Low vision; uses vision for some daily activities
- No functional use of vision for daily activities

Hearing

- Hearing within normal limits
- Corrected hearing within normal limits
- Hearing loss aided, but still with significant loss
- Profound loss, even with aids
- Unable to determine functional loss of hearing

Motor

- No significant motor dysfunction that requires adaptations
- Requires adaptations to support motor functioning
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities
- Requires personal assistance for most/all physical activities

Engagement

- Initiates and sustains social interactions
- Responds with social interaction, but does not initiate or sustain social interaction
- Alerts to others
- Does not alert to others

Health Issues/Attendance

- Attends at least 90% of school days
- Attends approximately 75% of school days; absences due primarily to health issues
- Attends approximately 50% or less of school days; absences due primarily to health issues
- Receives homebound instruction due to health issues
- Highly irregular attendance or homebound instruction due to issues other than health

Reading

- Reads fluently with critical understanding in print or Braille
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille
- Aware of text/Braille, follows directionally, makes letter distinctions, or tells a story from pictures not linked to text
- No observable awareness of print or Braille

Mathematics

- Applies conceptual procedures to solve real-life or routine word problems from a variety of contexts
- Performs computational procedures with or without a calculator
- Counts with 1:1 correspondence to at least 10 and/or makes numbered sets of items
- Rote counts by 5
- No observable awareness of or use of numbers

Only Rater #1 completes the *Dakota STEP-A Student Survey*.

Only one survey completed for each student.

Rater #1

▸ Once <u>ALL</u> the Supporting Evidence for each item has been COLLECTED and appropriately DOCUMENTED and the Rating Forms for each content area are completed,

◦ Take Supporting Evidence to Rater #2 for review.

◦ Give Rater #2 the second Rating Form to complete on same student evaluated.

Next:
Rater #2

Rater 2 Requirements

- Rater 2 must be familiar with the student and their academic performance
- Examples:
  - Paraprofessional
  - Speech therapist
  - General Education teacher
- Rater 2 can not be parent

Rater 2 Requirements

▸ Rater 2 must receive and sign that he/she has been trained

▸ Training can be completed by:

◦ Attending assessment workshops by state or by representative from district who attended workshop

◦ By viewing Rater 2 presentation available on the web
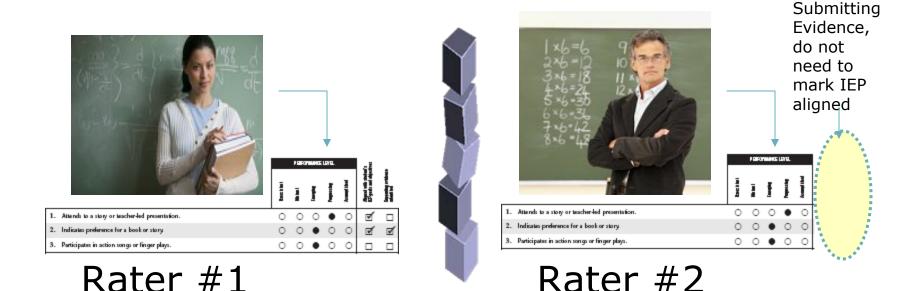
Rater #2: Steps to Complete the Assessment

1. Rater #1 gives the Supporting Evidence collected to Rater #2 to review.

2. Rater #1 gives Rater #2 a second Rating Form to complete on each student assessed in each content area applicable.

Steps to Completing Assessment

▸ Rater 2 independently completes the second Rating Form for each student.

Rater 1 marks box Submitting Evidence, do not need to mark IEP aligned

Rater #1

Rater #2

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Rater #2: Steps to Complete the Assessment

3. Rater #2 determines the performance level of ALL items on each Rating Form based on supporting evidence documentation and knowledge of the student's abilities.

   ◦ Rater 2 should rate independently, can not have Rater 1 form to reference

   ◦ Supporting Evidence should not reflect rating

Rater #2: Steps to Complete the Assessment

4. Rater #2 submits the completed Rating Forms to Rater #1.

5. Rater #2 returns the Supporting Evidence to Rater #1.
   - After rating is completed, Rater 2 may discuss anything that may have been unclear in Supporting Evidence

Score Resolution

Rater #1: Final Steps
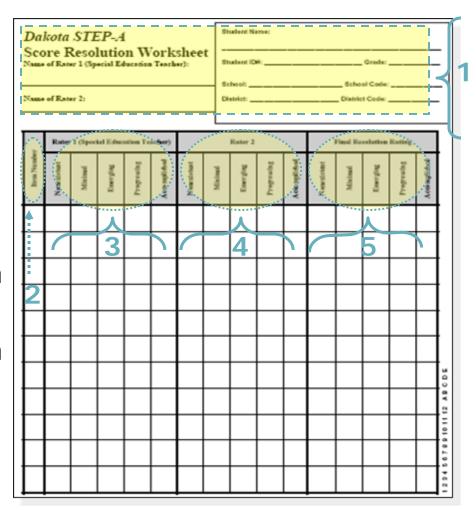
▸ Rater #1 will review Rating Forms from both raters and determine which, if any, items require a score resolution.

　◦ Any item with Supporting Evidence that was NOT rated identically requires a resolution.

　◦ For all other items it is up to the discretion of Rater #1 as to whether a resolution should be made.

　　· Recommended if rating is not same or adjacent

Score Resolution Worksheet

- Raters #1 and #2 should review the ratings and Supporting Evidence in order to reach consensus on a score.

- Ratings should not be changed on the Rating Forms.

- A Score Resolution Worksheet must be completed to document the agreed-upon score.

Score Resolution

1. Complete the Rater 1 and Rater 2 information as well as the student information.

2. Identify the Rating Form task number(s) for which a consensus score is reached.

3. Enter the rating(s) for each task listed by Rater 1.

4. Enter the rating(s) for each task listed by Rater 2.

5. Enter the Final Resolution Rating.

Purpose of Supporting Evidence

▸ Reliability – the consistency or repeatability of the rating.

  ◦ Do they get the same rating when looking at the same evidence?

▸ Validity – degree the rating accurately reflects the concept the assessor is trying to measure

  ◦ Did the evidence and rating reflect what the item intended to be measured?

  ◦ Provides evidence that student evaluation is aligned to standards and on grade level

Lessons Learned:

▸ Summary of Do's and Ways to Improve
  ◦ Will make submissions more efficient and effective
  ◦ http://doe.sd.gov/oess/specialed/news/docs/STEP-A/Lessons_Learned_Anchor_Sets.pdf

Lessons Learned from Developing Anchor Sets

Do:	Ways to improve:
Formatting: • Make sure each supporting evidence submission for each student is together securely: best to use staples or butterfly clips. Avoid paper clips. • To make it easier to read, type form or use blue ink if handwriting **Types of Evidence:** • Use age appropriate materials • Pictures or copies are the easiest to review	**Filling out the Evidence Form:** • Make sure student response refers to the student's performance on the task, not the student's emotional response • Instead of writing "minimal prompting", write what was said or done and how many times. The rater will decide what is minimal or significant. • Indicate whether prompting is instructional or focusing

Lessons Learned:

- Pictures
  - Easy to review
  - Best if accompany a detailed narrative and/or a work sample
  - Need to be captioned
  - Make sure picture demonstrates what the student can do
    - Posed pictures are not very descriptive
  - Angle photo from back or shoulders down when possible

Lessons Learned:
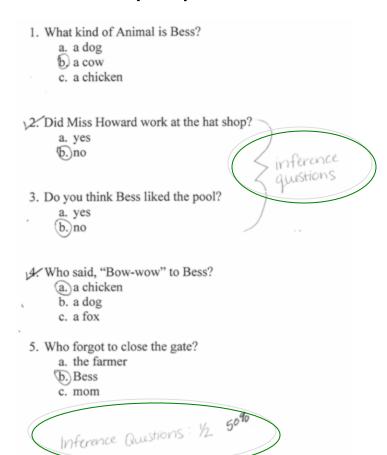
▶ Prompting
- ◦ Be specific about the type and amount of prompting
- ◦ If student performance is 100% due to prompting, give indication of what their independent level would be
- ◦ Initial instructions on a task are not prompting unless they need to be repeated
- ◦ Be clear whether prompting involves refocusing student to task or instruction on the skill
- ◦ Avoid using prompting levels from rubric: *minimal, moderate, significant, and full physical*

Lessons Learned:

Do calculate score on just the skill being measured.

- Skill: identify different types of triangles
- Accuracy reported 8/9
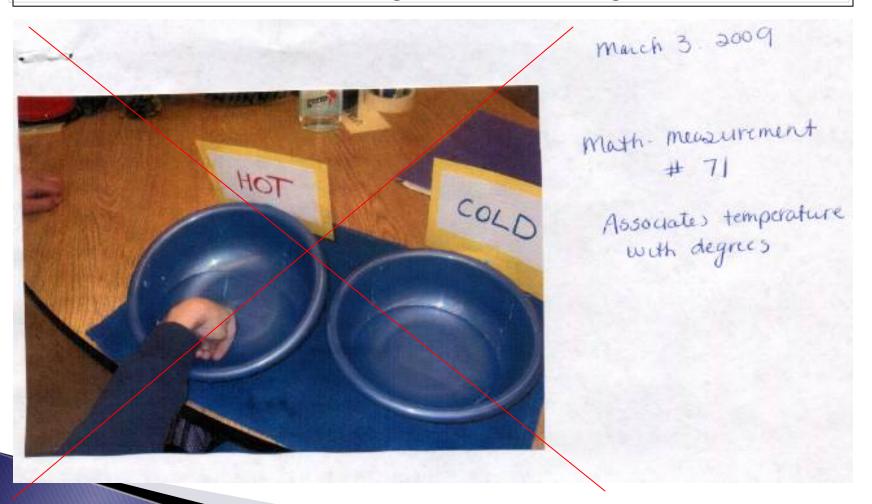
- Skill: inference
- Accuracy reported 1/2

Lessons Learned:

Do explain range of scores if there are inconsistencies.

▸ Range of Scores: 67%, 34%, 0%
  ◦ Why did scores decrease, was prompting phased out?

▸ Range of Scores: 0%, 80%, 100%
  ◦ Why did scores increase, was it a new skill?
  ◦ Good practice to try again and see if scores may be consistent.

▸ Range of Scores: 100%, 100%, 100% with full physical prompting
  ◦ Was student engaged and aware of task?
  ◦ Can they do any part independently, what would be that score?

Lessons Learned:

Do make sure task aligns to skill being measured.

Lessons Learned:

Do make sure task aligns to skill being measured.

▸ Make sure the academic focus is clear to the student
  ◦ Folding towels to demonstrate symmetry
  ◦ Sorting recycling to demonstrate solution to social problem
  ◦ Using a dolly to deliver materials to demonstrate a lever

Wrap-Up

1% Exception Request

▸ Application on web
  ◦ Due March 12, 2010

▸ Application process consists of:
  ◦ Completing district demographic information
  ◦ Signing a list of assurances
  ◦ Submit student information to verify eligibility

District-wide Assessment

▸ Districts that administer district-wide assessments to an entire grade(s) at a district level to measure the achievement of students must administer an alternate assessment for students whose IEP indicate alternate assessment.

▸ http://doe.sd.gov/oess/specialed/Assessment_Standards/Districtwide

AssessmentGuidancePolicyApr07.pdf

▸ The *Dakota STEP-A is* available for the assessment of students with significant cognitive disabilities in kindergarten, grades 1 and 2, and grades 9 and 10 for reading and math.
  ◦ Must be ordered through Linda Turner
  ◦ **Last year** available need to find alternative for future

Stay Informed

▸ Special Ed Alternate:
http://listserv.state.sd.us/archives/spedalternate.html

  ◦ Ask questions about alternate assessment and alternate standards

  ◦ Share teaching ideas and technology

▸ Special Ed Listserv:
http://doe.sd.gov/oess/specialed/index.asp

▸ Listed under Online Resources

Special Education Webpage

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Materials for Parents and Districts

- Assessment Brochure

- Flowchart for assessment determination on IEP (updated 9/06)

- Criteria for Significant Cognitive Disabilities

- Assessment Terminology Brochure

- Parents Guide to Dakota STEP-A

South Dakota Contact Information

Alternate Assessment		· **Linda Turner** · Linda.turner@state.sd.us · 605-773-6119
Assessment Accommodations		· **Elizabeth Jehangiri** · Elizabeth.Jehangiri@state.sd.us · 605-295-2949
SD Statewide Assessment		· **Gay Pickner** · Gay.Pickner@state.sd.us · 605-773-3247

APPENDIX D: Test Security Agreement/Affidavit

TEST SECURITY AGREEMENT/AFFIDAVIT

For District Personnel and Test Coordinators

I acknowledge that the (*circle one*)   ***STEP-A***   ***Writing***   ***DSTEP***   **SAT 10 (Home School)**   is a secure assessment and agree to the following conditions of use to ensure test security:

1. I have received the training necessary to administer the assessment as indicated below.

2. a) I will take all necessary precautions to safeguard all test materials by limiting access to persons within the school district or agency with a responsible, professional interest in the test's security.

   b) The names of all persons having access to the materials will be kept on file.

   c) No portion of the testing materials may be reproduced.

3. a) I will keep all testing materials in a secure location, except on actual testing dates, limiting access to those responsible for their security.

   b) Secure test materials, including test booklets and directions, will be delivered to examiners no sooner than the date of testing, unless logistics dictate an earlier delivery date.

   c) Test materials will be kept secure until they are actually distributed to students.

   d) In no case will students be permitted to remove test materials from the room where testing takes place.

4. I will not disclose or allow to be disclosed the contents of the testing instrument.

5. Upon completion of testing, I will return all test materials to the designated test coordinator of the school district, who will in turn return all test materials to Pearson.

6. I will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.

7. During the test, plan for, ensure the appropriate use of, and follow appropriate procedures for students with disabilities, 504 and/or limited English proficiency as documented on their individual education plan.

   a) Ensure accommodations documented for statewide assessment have also been documented as instructional accommodations and have been provided to the student throughout the year.

   b) Ensure accommodations are appropriate and necessary for students to access statewide assessment without giving an unfair advantage.

   c) Ensure students have had the accommodation in place for 5 weeks prior to testing.

   d) Plan testing arrangements to ensure accommodations are administered in an appropriate manner with trained personnel.

   e) Cross check students individual plan and with student's teacher/examiner to ensure accommodations are documented and administered prior to testing and coding demographic information.
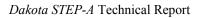
District/Agency: _____

Mailing Address: _____

Physical Address: _____

City/State/ZIP: _____

Test Administered:

- ❏ *STEP-A*
- ❏ *Writing*
- ❏ *DSTEP*
- ❏ SAT 10 (Home School)

Test Booklets Issued
Date	_____
Number	_____
Teacher Initials:	_____
Test Coordinator Initials	_____

Test Booklets Returned
Date	_____
Number	_____
Teacher Initials:	_____
Test Coordinator Initials	_____

By signing my name to this document, I am assuring Pearson and SDDOE that I and anyone having access to the test materials will abide by the *Test Security Agreement/Affidavit* conditions.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

Return this signed *Test Security Agreement/Affidavit* to your test coordinator after receiving test materials.

TEST COORDINATORS—Send all teacher/examiner *Test Security Agreements/Affidavits*

South Dakota Department of Education
ATTN: Gay Pickner
700 Governors Drive
Pierre, SD 57501

Retain copies of the teacher/examiner *Test Security Agreements/Affidavits* at the district office.

APPENDIX E: Raw Score Patterns at the Applying Level

Reading Raw Score Patterns at the Applying Level

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	83.5	1	0	4	4	9	8	5	1	3	0	1
	84	1	0	0	6	8	8	13	0	0	0	0
	84	1	7	3	0	10	0	5	0	4	0	6
	85	1	0	0	0	20	0	15	0	0	0	0
	86.5	1	0	0	0	23	1	7	0	3	0	1
	86.5	1	0	0	0	25	1	4	0	3	0	2
	88	1	7	3	0	6	0	7	0	8	0	4
	90	1	0	0	0	22	0	8	0	3	0	2
	90.5	1	0	7	1	10	1	6	2	5	1	2
	90.5	1	0	9	1	10	2	1	3	3	1	5
	91	1	0	4	0	13	0	13	0	3	0	2
	91	1	0	1	1	11	13	5	0	1	0	3
	91	1	0	7	0	10	0	12	0	2	0	4
	91.5	1	0	0	0	21	1	7	0	4	0	2
	92	1	0	0	0	17	5	6	3	3	0	1
	92.5	1	0	0	0	10	16	3	1	5	0	0
	93.5	1	0	0	4	6	14	5	1	3	0	2
	98	1	0	6	0	8	2	5	4	7	2	1
	98	1	0	10	0	4	0	9	0	7	0	5
	99	1	0	4	0	13	0	9	0	3	0	6
	101	1	0	3	1	11	1	5	3	7	3	1
	101	1	0	0	0	15	0	12	0	5	0	3
	101.5	1	0	9	4	1	0	4	4	5	3	5
3	102	1	0	2	0	8	0	18	0	5	0	2
	103	1	0	3	2	4	6	7	2	8	2	1
	104	1	0	0	0	12	0	14	0	7	0	2
	105	1	0	0	0	7	0	21	0	7	0	0
	105	1	0	0	0	8	10	8	1	3	1	4
	105	1	0	2	3	2	10	4	7	2	0	5
	107.5	1	0	2	0	11	0	9	1	7	0	5
	109	1	0	0	2	4	6	6	7	9	1	0
	109.5	1	0	0	0	10	0	12	1	10	0	2
	110.5	1	0	0	0	6	10	6	2	6	1	4
	112.5	1	0	6	3	1	2	5	4	2	4	8
	114.5	1	0	2	0	11	0	8	0	3	1	10
	115	1	0	0	0	15	2	3	0	4	0	11
	115	1	0	9	1	2	1	1	3	4	3	11
	117	1	0	0	0	6	5	8	4	5	1	6
	117.5	1	0	0	0	2	2	16	3	10	0	2
	117.5	1	0	0	0	4	5	12	2	5	2	5
	118.5	1	0	0	0	13	4	1	0	3	5	9
	120	1	0	0	0	4	0	15	0	13	0	3
	120	1	0	0	0	7	0	11	0	12	0	5
	121	1	0	1	0	9	0	7	0	9	0	9
	121.5	1	0	0	0	0	0	17	7	9	0	2
	124	1	0	0	0	1	1	16	4	6	3	4
	124	1	0	0	0	3	0	16	0	10	0	6
	125	1	0	0	0	1	0	12	4	17	0	1

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	88.5	1	0	11	0	10	0	2	3	4	0	5
	90.5	1	0	0	0	17	5	7	4	1	0	1
	91.5	1	0	0	0	14	9	5	4	3	0	0
	92	1	0	8	0	9	0	10	0	4	0	4
	92	1	0	13	0	5	0	3	0	10	0	4
	92.5	1	0	0	0	13	1	20	0	1	0	0
	93	1	0	1	0	11	0	22	0	1	0	0
	93	1	0	0	0	11	14	4	0	6	0	0
	93.5	1	7	0	0	1	6	5	7	8	0	1
	94.5	1	0	0	3	8	9	8	3	3	0	1
	95	1	0	1	0	17	0	9	0	7	0	1
	95.5	1	0	0	0	9	12	7	3	4	0	0
	95.5	1	0	13	0	2	1	8	0	3	0	8
	96	1	0	0	0	12	8	8	0	7	0	0
	96	1	0	0	0	11	11	5	1	7	0	0
	96	1	0	0	0	20	0	9	0	1	0	5
	96.5	1	0	2	4	9	1	10	0	7	0	2
	99.5	1	0	0	0	5	13	9	4	4	0	0
	100.5	1	0	0	4	4	9	10	1	4	1	2
	103	1	0	0	0	13	0	14	0	5	0	3
	104.5	1	0	0	0	8	8	5	7	6	0	1
	105.5	1	0	2	0	6	3	14	0	8	0	2
	105.5	1	0	5	0	2	5	8	8	2	2	3
4	107	1	0	8	0	7	0	7	0	1	0	12
	108	1	0	2	0	10	2	7	2	7	0	5
	108	1	0	7	0	6	0	7	0	7	0	8
	108.5	1	0	0	2	6	4	7	8	4	3	1
	109	1	0	5	0	3	0	17	0	3	0	7
	109.5	1	0	0	0	5	3	20	0	2	2	3
	112	1	0	0	0	5	0	19	0	10	0	1
	113.5	1	0	0	2	2	5	6	11	7	1	1
	114	1	0	0	2	5	7	5	5	4	0	7
	115.5	1	0	0	0	3	5	5	12	10	0	0
	117	1	0	0	0	6	0	14	0	12	0	3
	117	1	0	3	0	7	0	8	0	9	0	8
	117.5	1	0	0	0	1	11	9	0	7	4	3
	117.5	1	0	5	1	0	2	6	5	7	5	4
	119.5	1	0	0	0	7	1	8	6	7	0	6
	120	1	0	0	0	1	3	12	8	7	3	1
	121	1	0	0	0	5	7	4	3	8	2	6
	123	1	0	0	0	0	0	22	0	8	0	5
	123	1	0	0	0	10	0	9	0	4	0	12
	124	1	0	0	0	0	0	20	0	11	0	4
	124	1	0	0	1	2	6	5	7	4	4	6
	125	1	0	0	0	0	3	9	9	10	2	2
	125.5	1	0	0	0	1	3	13	1	10	3	4

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	82.5	1	0	5	7	7	3	7	2	2	1	1
	84	1	0	0	0	20	6	7	0	2	0	0
	84	1	0	2	0	18	10	1	0	2	0	2
	84.5	1	0	0	0	19	5	9	2	0	0	0
	84.5	1	0	1	1	20	8	0	0	3	0	2
	85	1	0	0	4	14	6	9	0	1	0	1
	85.5	1	0	0	0	22	1	8	2	2	0	0
	87.5	1	0	0	0	18	7	6	0	4	0	0
	87.5	1	0	5	3	7	2	12	2	4	0	0
	88	1	0	11	0	6	0	9	0	7	0	2
	89.5	1	0	0	0	14	7	13	0	0	0	1
	91	1	0	0	0	15	10	3	2	5	0	0
	92	1	0	0	0	20	3	3	1	8	0	0
	92.5	1	7	1	0	7	2	3	1	6	8	0
	93.5	1	0	3	3	11	5	4	2	2	1	4
	94	1	0	0	0	14	0	18	0	3	0	0
	94	1	0	0	0	15	5	8	2	4	1	0
	94	1	0	4	0	14	0	8	0	7	0	2
	95	1	0	4	1	8	3	10	4	3	0	2
	96	1	0	0	0	15	6	6	2	4	0	2
	96.5	1	0	0	0	12	8	9	1	2	2	1
	97.5	1	0	1	2	5	15	7	0	0	0	5
	98	1	0	0	0	14	0	14	0	7	0	0
	99	1	0	1	0	17	0	8	0	5	0	4
5	99.5	1	0	5	0	10	1	8	2	4	0	5
	100	1	0	0	1	13	6	4	3	4	2	2
	101	1	0	0	0	11	1	15	1	7	0	0
	103	1	0	3	1	7	3	12	0	4	0	5
	103.5	1	0	0	6	3	8	3	5	7	2	1
	104	1	0	0	0	10	2	13	0	10	0	0
	104	1	0	2	0	10	0	12	0	9	0	2
	104	1	0	3	0	10	0	9	0	11	0	2
	104	1	0	7	0	5	0	9	0	10	0	4
	107	1	0	0	0	3	9	11	6	5	1	0
	109	1	0	0	0	9	0	16	0	7	0	3
	109.5	1	0	0	0	3	1	27	0	0	0	4
	110	1	0	1	0	11	0	12	0	4	0	7
	111	1	0	4	0	9	0	6	0	9	0	7
	113	1	0	0	0	10	2	10	0	7	0	6
	113	1	0	2	0	8	0	12	0	6	0	7
	114	1	0	0	0	2	11	7	6	3	3	3
	114.5	1	7	0	0	0	0	0	3	18	6	1
	115.5	1	0	0	0	2	2	21	1	5	0	4
	116	1	0	0	0	3	0	20	0	10	0	2
	116	1	0	3	0	6	0	9	0	11	0	6
	116.5	1	0	0	0	1	0	13	17	4	0	0
	117	1	0	0	0	0	0	18	10	7	0	0
	117	1	0	0	0	0	6	9	10	10	0	0
	117.5	1	7	0	0	0	0	0	0	21	3	4
	118	1	0	0	0	0	6	11	6	11	0	1

APPENDIX E   253

Grade	Total Raw Score	Count	Score Point									
			0.0	**1.0**	**1.5**	**2.0**	**2.5**	**3.0**	**3.5**	**4.0**	**4.5**	**5.0**
5	118	1	0	1	0	8	0	8	0	13	0	5
	119	1	0	7	1	4	0	1	4	3	3	12
	120	1	0	1	0	6	0	10	0	13	0	5
	121	1	0	0	0	2	1	15	5	8	0	4
	121	1	0	0	0	0	5	16	4	2	3	5
	121.5	1	0	0	0	5	4	6	5	8	2	5
	122	1	0	1	0	0	0	17	2	12	0	3

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	86	1	0	3	0	14	0	17	0	1	0	0
	87	1	0	0	0	14	11	8	1	1	0	0
	87	1	0	0	5	13	7	4	0	6	0	0
	87	1	0	7	0	11	0	10	0	7	0	0
	89.5	1	0	0	0	14	13	3	0	5	0	0
	90	1	0	0	0	13	6	15	0	1	0	0
	90.5	1	0	0	1	5	18	10	0	1	0	0
	93	1	0	1	0	14	0	17	0	2	0	1
	93.5	1	0	8	0	10	1	6	0	5	0	5
	94	1	0	0	0	16	0	14	0	5	0	0
	94	1	0	1	0	17	0	11	0	4	0	2
	96	1	0	0	0	15	0	16	0	2	0	2
	96.5	1	0	0	0	14	1	14	0	6	0	0
	97.5	1	0	0	0	4	15	12	2	1	0	1
	99	1	0	8	0	7	0	7	0	9	0	4
	101	1	0	0	0	8	0	23	0	4	0	0
	102	1	0	0	0	13	0	14	0	6	0	2
	102	1	0	2	0	14	0	8	0	7	0	4
	103	1	0	0	0	1	14	13	4	2	0	1
	103.5	1	0	0	0	5	9	13	2	5	0	1
	104	1	0	4	0	7	0	14	0	6	0	4
6	104.5	1	0	0	0	0	13	19	0	0	0	3
	105	1	0	0	0	10	0	18	0	4	0	3
	105.5	1	0	0	3	5	6	9	6	2	0	4
	106	1	0	0	0	1	8	18	4	4	0	0
	107	1	0	0	0	10	0	17	0	4	0	4
	110	1	0	0	0	13	0	11	0	4	0	7
	111.5	1	0	0	0	3	6	14	6	2	1	3
	114.5	1	0	0	2	7	3	7	2	8	0	6
	116	1	0	0	0	6	2	9	2	15	0	1
	116.5	1	0	0	0	2	2	17	3	9	0	2
	118	1	0	0	0	5	0	15	0	12	0	3
	118	1	0	0	0	2	0	23	0	5	0	5
	118.5	1	0	0	0	0	1	20	2	11	0	1
	120	1	0	0	0	3	0	6	16	10	0	0
	121.5	1	0	0	0	2	3	11	2	15	0	2
	122	1	0	0	0	2	0	16	0	15	0	2
	122.5	1	0	0	0	0	0	15	5	15	0	0
	122.5	1	0	0	0	2	6	4	9	10	0	4
	123	1	0	0	0	5	0	10	0	17	0	3
	124	1	0	0	0	0	0	9	14	12	0	0
	124	1	0	0	0	0	0	17	0	17	0	1
	125	1	0	0	0	0	0	9	12	14	0	0

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
7	101.5	1	0	0	1	4	14	10	1	0	3	2
	103	1	0	1	0	13	0	12	0	5	0	4
	104	1	0	0	0	16	0	9	0	5	0	5
	107	1	0	0	0	0	16	8	5	4	1	1
	107	1	0	2	0	7	0	17	0	5	0	4
	107	1	0	1	0	10	0	14	0	6	0	4
	108	1	0	0	0	8	2	16	2	3	0	4
	112	1	0	1	0	6	0	15	2	8	0	3
	112	1	0	0	0	0	11	15	0	5	1	3
	112	1	0	0	0	9	0	15	0	6	0	5
	113.5	1	0	0	0	0	3	22	4	3	2	1
	114	1	0	0	0	13	0	7	0	8	0	7
	115.5	1	0	0	2	1	7	8	3	10	3	1
	115.5	1	0	1	0	0	9	10	6	4	0	5
	116	1	0	2	0	1	0	13	12	4	0	3
	116.5	1	0	0	0	7	4	9	3	4	2	6
	117	1	0	0	0	3	4	10	8	6	2	2
	118	1	0	0	0	3	5	13	3	4	2	5
	122	1	0	0	0	10	0	9	0	5	0	11
	122.5	1	0	0	0	0	5	10	10	5	0	5
	124.5	1	0	0	0	2	1	11	8	8	0	5
	125.5	1	0	0	0	3	0	16	1	7	0	8
	127.5	1	0	0	0	0	1	14	4	11	0	5
	127.5	1	0	0	1	3	3	4	7	6	6	5
	129	1	0	0	0	0	0	11	10	8	2	4
	129.5	1	0	0	0	0	0	10	11	8	2	4
	130.5	1	0	0	0	0	0	8	10	11	5	1
	133.5	1	0	0	0	0	0	7	11	10	2	5
	133.5	1	0	0	0	1	3	5	5	11	5	5
	134	1	0	0	0	0	2	7	7	9	5	5
	134.5	1	0	0	0	1	3	5	3	14	3	6
	135.5	1	0	0	0	4	1	8	0	9	0	13
	136	1	0	2	0	1	0	2	0	24	0	6

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	98.5	1	0	0	1	17	0	9	0	4	0	4
	99	1	0	1	0	14	0	11	0	8	0	1
	100	1	0	1	0	11	0	15	0	8	0	0
	100	1	0	0	3	6	11	6	3	2	1	3
	100	1	0	9	0	7	0	5	0	8	0	6
	101	1	0	1	0	8	0	20	0	6	0	0
	103	1	0	0	0	10	0	17	0	8	0	0
	104	1	0	0	0	10	0	16	0	9	0	0
	105	1	0	0	0	10	0	16	0	8	0	1
	105	1	0	0	0	13	0	11	0	9	0	2
	107.5	1	0	0	2	2	10	13	1	2	0	5
	110	1	0	0	0	6	0	22	0	3	0	4
	111	1	0	0	0	5	5	13	5	3	0	4
	112.5	1	0	0	0	1	2	23	1	7	0	1
	113	1	0	0	0	12	0	9	0	8	0	6
	114	1	0	0	0	0	0	30	0	1	0	4
	114	1	0	0	2	2	8	6	6	7	0	4
	115	1	0	5	0	5	0	6	0	13	0	6
	115.5	1	0	0	0	2	0	15	11	7	0	0
	115.5	1	0	1	0	0	0	18	8	7	1	0
8	117	1	0	0	0	1	2	15	7	9	1	0
	118	1	0	0	0	8	0	11	0	11	0	5
	119	1	0	0	0	2	0	19	0	12	0	2
	119.5	1	0	0	1	5	3	5	5	11	2	3
	119.5	1	0	0	0	2	5	11	9	1	1	6
	121	1	0	0	0	8	3	4	1	13	0	6
	121.5	1	0	0	0	5	3	6	6	9	2	4
	121.5	1	7	0	0	0	0	2	2	8	7	9
	123	1	0	0	0	0	1	11	9	14	0	0
	124.5	1	0	0	0	9	0	8	0	7	1	10
	125	1	0	1	0	0	0	12	0	22	0	0
	125	1	0	0	0	6	0	10	0	12	0	7
	126	1	0	0	0	3	0	13	0	14	0	5
	126.5	1	0	0	0	0	1	7	13	11	3	0
	127.5	1	0	0	0	0	0	8	15	7	4	1
	128	1	0	0	0	0	0	8	8	19	0	0
	129	1	0	0	0	1	0	13	0	17	0	4
	131.5	1	0	0	0	0	0	5	7	23	0	0
	131.5	1	0	0	0	0	0	8	8	12	7	0
	132	1	0	0	0	0	2	10	5	9	3	6
	132	1	0	0	0	2	6	3	6	4	6	8

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Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
11	108.5	1	0	0	0	1	7	23	0	0	0	4
	108.5	1	0	0	0	12	3	6	3	6	1	4
	109	1	0	1	0	4	4	15	0	10	0	1
	110	1	0	0	0	5	0	23	0	4	0	3
	111.5	1	0	0	0	3	7	10	7	6	1	1
	113	1	0	1	0	6	0	16	0	8	0	4
	115.5	1	0	0	0	9	2	10	0	7	1	6
	117	1	0	0	0	5	2	9	6	10	2	1
	117.5	1	0	0	0	7	0	12	3	8	0	5
	118	1	0	0	0	2	0	19	0	13	0	1
	119	1	0	0	0	0	8	7	10	6	2	2
	119	1	0	1	0	6	1	6	4	13	1	3
	121	1	0	0	0	6	1	11	0	11	1	5
	121.5	1	0	2	0	5	0	6	5	10	2	5
	123	1	0	0	0	0	0	20	0	12	0	3
	123.5	1	0	0	0	1	4	7	6	14	3	0
	123.5	1	0	1	0	6	2	7	1	9	0	9
	126	1	0	0	0	0	0	19	0	11	0	5
	127	1	0	0	0	2	0	15	4	6	0	8
	129.5	1	0	0	0	0	0	17	1	10	0	7
	130	1	0	0	0	0	0	16	1	11	1	6
	135	1	0	0	0	0	0	7	0	26	0	2
	135	1	0	0	0	0	0	10	0	20	0	5
	136.5	1	0	2	0	0	0	6	1	17	0	9
	136.5	1	0	0	0	1	0	12	1	9	2	10
	137	1	0	0	0	0	0	12	0	14	0	9

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Mathematics Raw Score Pattern at the Applying Level

Grade	Total Raw Score	Count	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	199	1	0	39	0	10	0	13	0	9	0	13
	204.5	1	0	0	0	57	0	19	1	5	0	2
	208	1	0	0	0	56	0	18	0	8	0	2
	214.5	1	0	0	0	23	29	32	0	0	0	0
	217	1	0	19	0	20	0	26	0	15	0	4
	217.5	1	0	0	0	33	25	15	5	3	1	2
	217.5	1	0	0	0	49	8	11	3	8	2	3
	218	1	0	27	0	16	0	15	0	16	0	10
	219	1	0	2	3	19	27	29	0	0	0	4
	220	1	0	22	0	24	0	13	0	14	0	11
	221.5	1	0	0	12	19	16	21	8	5	1	2
	222.5	1	0	22	9	5	7	12	6	8	9	6
	226	1	0	15	1	23	3	19	3	11	1	8
	230	1	0	17	0	22	0	22	0	12	0	11
	231	1	0	0	0	42	2	23	0	12	0	5
	236	1	0	4	0	31	0	29	0	17	0	3
	238.5	1	0	3	14	11	17	14	4	7	8	6
	240	1	0	30	0	13	0	6	2	6	0	27
	242	1	0	0	0	39	0	16	0	29	0	0
3	246	1	0	0	0	25	0	41	0	17	0	1
	248	1	0	10	6	12	11	12	5	11	10	7
	249	1	0	0	0	25	0	37	0	22	0	0
	250	1	0	0	0	35	10	8	9	7	7	8
	255.5	1	0	4	2	26	4	12	4	22	3	7
	260.5	1	0	5	0	19	1	29	0	22	0	8
	263.5	1	0	0	5	11	10	20	12	20	6	0
	263.5	1	0	0	0	15	1	43	0	23	0	2
	263.5	1	0	16	9	4	5	8	7	6	8	21
	267	1	0	16	0	7	0	22	0	24	0	15
	276	1	0	3	0	13	0	32	0	29	0	7
	279.5	1	0	16	0	6	2	13	1	26	0	20
	280	1	0	0	0	5	21	14	17	18	2	7
	283	1	0	6	0	9	0	28	0	30	0	11
	287	1	0	16	0	14	0	11	0	5	0	38
	287.5	1	0	0	0	10	0	38	1	25	0	10
	287.5	1	0	0	0	27	7	6	5	12	5	22
	289	1	0	0	0	18	0	30	0	17	0	19
	289	1	0	12	0	16	0	13	0	9	0	34
	289.5	1	0	0	3	7	10	14	15	15	17	3

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	211	1	0	2	2	25	9	19	9	9	2	0
	216	1	0	8	12	11	8	10	5	14	1	8
	216.5	1	0	25	1	11	0	8	2	12	2	16
	217	1	0	0	12	13	8	21	10	10	0	3
	220.5	1	0	2	4	16	17	15	8	10	0	5
	221.5	1	0	4	8	12	13	10	14	9	2	5
	222	1	0	23	0	13	0	11	0	10	0	20
	222	1	0	26	1	9	0	9	1	7	4	20
	222.5	1	0	0	3	15	20	16	12	5	4	2
	225	1	0	13	0	17	0	19	0	19	0	9
	228	1	0	9	0	12	2	29	0	22	0	3
	230.5	1	0	16	5	9	1	11	1	19	2	13
	232	1	0	1	0	20	0	34	0	21	0	1
	236	1	0	0	0	4	19	27	17	10	0	0
	240	1	0	7	0	11	10	12	11	17	3	6
	241	1	0	10	0	18	0	19	0	12	0	18
	243	1	0	2	0	13	0	39	0	17	0	6
	244	1	0	1	4	12	11	13	10	14	9	3
	246	1	0	15	0	18	0	8	0	9	0	27
4	247.5	1	0	5	0	18	2	22	0	14	1	15
	252	1	0	0	0	17	0	29	0	24	0	7
	253	1	0	0	1	7	14	16	17	11	8	3
	255	1	0	0	0	18	0	23	0	30	0	6
	256	1	0	0	0	21	6	14	6	10	8	12
	256.5	1	0	0	0	9	8	14	20	21	5	0
	257	1	0	0	4	6	9	15	17	12	12	2
	261.5	1	0	0	0	3	12	20	14	21	5	2
	263.5	1	0	0	0	3	7	25	16	19	4	3
	266	1	0	0	0	10	0	33	0	23	0	11
	266	1	0	0	2	10	9	13	14	9	7	13
	267.5	1	0	5	0	13	0	19	1	19	0	20
	271.5	1	0	0	0	2	9	17	18	20	8	3
	274	1	0	0	1	4	9	7	22	19	14	1
	278	1	0	0	0	4	4	14	25	14	11	5
	281.5	1	0	0	0	23	0	14	0	6	1	33
	283	1	0	6	0	6	0	12	0	36	0	17
	284	1	0	5	0	0	4	14	16	14	10	14
	284	1	0	5	0	1	1	28	1	18	0	23
	285.5	1	0	1	3	2	8	6	18	17	6	16
	288.5	1	0	0	1	3	1	28	3	19	4	18

Grade	Total Raw Score	Count	Score Point									
			0.0	**1.0**	**1.5**	**2.0**	**2.5**	**3.0**	**3.5**	**4.0**	**4.5**	**5.0**
	199	1	0	36	6	6	4	7	0	13	2	10
	202	1	0	0	0	60	5	9	0	7	1	2
	202	1	0	17	0	31	0	27	0	3	0	6
	202.5	1	0	15	14	17	10	8	4	9	3	4
	203	1	14	0	0	27	0	28	0	10	0	5
	204.5	1	0	0	0	41	25	12	2	3	0	1
	205.5	1	0	8	8	15	27	21	0	0	0	5
	209	1	0	12	0	30	2	31	0	6	0	3
	210	1	0	43	2	4	1	3	3	5	2	21
	211	1	0	24	2	17	5	14	3	10	0	9
	212.5	1	0	0	0	49	8	14	3	7	2	1
	214	1	0	2	0	53	0	15	0	9	0	5
	214.5	1	28	0	0	1	3	15	10	5	10	12
	216	1	0	20	6	16	3	16	5	8	0	10
	216.5	1	0	0	0	46	6	22	1	5	0	4
	219	1	0	5	5	24	16	18	8	3	1	4
	220	1	0	0	0	47	0	27	0	5	0	5
	226	1	0	0	0	41	0	31	0	9	0	3
5	231.5	1	0	6	6	20	11	19	8	6	0	8
	232.5	1	0	0	0	41	1	24	0	14	0	4
	234	1	0	1	0	19	25	21	9	6	2	1
	234	1	0	8	10	10	10	17	12	9	6	2
	235.5	1	0	0	0	23	27	11	8	13	2	0
	236	1	21	2	0	7	0	12	0	26	0	16
	237.5	1	0	0	1	38	10	7	11	8	3	6
	240	1	0	8	0	21	0	37	0	11	0	7
	242	1	0	0	9	15	20	13	11	8	2	6
	246.5	1	0	25	0	9	0	15	1	15	0	19
	251	1	21	0	0	0	0	13	5	28	5	12
	252	1	0	3	0	20	0	44	0	8	0	9
	253	1	0	13	0	15	0	26	0	18	0	12
	257	1	0	0	0	0	21	40	15	8	0	0
	258	1	0	0	0	35	7	8	6	13	3	12
	261.5	1	0	1	5	12	13	17	16	9	3	8
	262	1	0	0	0	29	0	27	0	17	0	11
	262	1	21	0	0	1	0	15	0	20	0	27
	264	1	0	0	0	19	5	36	5	7	0	12
	265.5	1	0	3	1	23	0	30	0	10	0	17

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
6	199.5	1	0	0	0	35	10	24	1	6	0	1
	200	1	0	1	0	45	7	9	2	6	3	4
	203.5	1	0	0	9	17	20	14	9	7	1	0
	207	1	0	5	0	38	0	19	0	6	0	9
	207.5	1	0	0	0	42	4	15	4	3	5	4
	209	1	0	24	0	9	0	20	0	13	0	11
	209.5	1	0	0	0	31	15	16	4	7	0	4
	215.5	1	0	0	2	18	19	21	8	6	2	1
	215.5	1	0	11	6	12	8	12	11	7	2	8
	219	1	0	0	0	34	0	27	0	10	0	6
	221	1	0	0	0	0	34	39	0	1	0	3
	224	1	0	7	4	15	10	16	5	7	5	8
	224	1	0	0	0	35	0	23	0	10	0	9
	228	1	0	0	0	41	0	13	0	8	0	15
	230	1	0	3	0	22	0	33	0	11	0	8
	240	1	0	0	0	4	11	44	3	13	0	2
	240	1	0	0	0	3	21	33	7	5	4	4
	241	1	0	0	0	16	11	21	9	13	0	7
	243	1	0	0	0	12	0	45	0	16	0	4
	244.5	1	0	0	0	21	2	22	3	24	0	5
	248.5	1	21	0	0	5	0	0	1	12	6	32
	249	1	0	1	0	16	1	23	1	34	0	1
	252	1	0	0	0	26	0	21	0	13	0	17
	252.5	1	0	17	2	5	2	12	1	12	0	26
	256	1	0	0	0	24	0	26	0	5	0	22
	259	1	0	7	0	18	0	14	0	16	0	22

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Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
7	218	1	0	0	0	49	0	24	0	7	0	4
	218	1	0	31	1	11	7	8	2	5	0	19
	220.5	1	0	12	2	21	8	24	6	3	3	5
	224	1	0	18	0	24	0	16	0	19	2	5
	226.5	1	0	0	0	8	45	22	8	1	0	0
	233.5	1	0	7	0	41	9	3	2	1	6	15
	236	1	0	0	0	46	0	18	0	10	0	10
	236.5	1	0	7	0	33	0	21	0	14	1	8
	236.5	1	0	0	19	18	8	14	3	8	5	9
	237	1	0	0	0	6	37	27	11	2	0	1
	237.5	1	0	19	0	21	1	15	0	11	0	17
	241.5	1	0	17	0	12	0	29	0	16	1	9
	243	1	0	13	0	15	4	24	6	11	4	7
	245	1	0	0	0	30	0	36	0	13	0	5
	247.5	1	0	11	1	12	8	14	24	4	2	8
	250	1	0	0	1	6	25	25	20	6	0	1
	250	1	0	4	0	32	0	20	0	18	0	10
	256.5	1	0	0	0	23	9	23	6	15	4	4
	257	1	0	12	0	12	8	9	21	7	5	10
	258	1	0	0	2	0	26	23	22	11	0	0
	259	1	0	0	2	19	18	14	7	12	3	9
	262.5	1	0	8	4	11	4	17	11	16	4	9
	263.5	1	0	0	0	21	3	31	8	10	4	7
	265.5	1	0	0	1	26	5	19	7	10	4	12
	269.5	1	0	9	1	7	4	24	10	11	12	6
	271.5	1	0	0	0	0	24	18	28	8	5	1
	273.5	1	0	0	0	5	29	15	14	5	6	10
	278	1	0	2	0	1	1	51	12	6	5	6
	284	1	21	0	0	1	0	0	0	28	0	34
	286	1	0	0	1	3	14	19	19	15	10	3
	288	1	14	0	0	3	0	13	0	27	0	27
	291.5	1	0	0	0	2	6	33	6	32	1	4
	294	1	0	0	0	21	2	20	2	14	2	23
	295	1	0	0	0	0	0	45	11	15	7	6
	295.5	1	0	0	0	3	7	30	11	20	3	10
	296	1	0	0	0	7	4	25	18	15	2	13
	296	1	0	0	0	27	0	15	0	13	0	29
	297.5	1	0	0	0	6	17	20	5	11	7	18

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
8	222	1	0	23	0	23	0	12	0	13	0	13
	222.5	1	0	0	0	16	45	18	0	1	0	4
	228	1	0	16	0	32	0	10	0	12	0	14
	228.5	1	0	2	17	15	10	15	5	14	5	1
	229	1	0	0	0	41	0	28	0	12	0	3
	234	1	0	0	16	13	17	13	6	9	9	1
	234	1	0	17	0	21	0	20	0	15	0	11
	245	1	0	0	0	19	18	34	0	5	0	8
	253	1	0	1	0	39	0	15	0	16	0	13
	253.5	1	0	0	0	13	29	16	8	6	10	2
	253.5	1	0	3	3	23	8	16	6	13	2	10
	257	1	0	0	0	0	10	69	0	0	0	5
	258	1	0	10	1	13	5	20	9	8	11	7
	260.5	1	0	0	0	7	13	41	10	9	0	4
	262	1	0	1	0	31	1	19	3	16	0	13
	267	1	0	6	0	27	0	15	0	18	0	18
	268	1	0	0	0	21	0	38	0	13	0	12
	269	1	0	5	0	22	1	23	1	15	0	17
	270	1	0	0	0	30	0	18	0	24	0	12
	271	1	0	12	1	16	2	17	1	9	0	26
	274	1	0	0	0	16	0	40	0	18	0	10
	276	1	0	5	0	21	0	24	0	13	0	21
	277	1	0	0	0	1	0	42	30	11	0	0
	278	1	0	4	0	0	0	46	11	15	5	3
	286.5	1	0	0	1	11	24	8	6	10	4	20
	287	1	0	0	1	14	18	6	12	4	17	12
	290	1	0	0	2	7	9	22	14	12	5	13
	296.5	1	0	0	0	22	0	18	1	20	0	23
	299	1	0	0	0	8	0	31	0	35	0	10
	299	1	0	0	0	14	0	28	0	23	0	19
	300	1	0	0	0	0	1	25	20	37	1	0
	301.5	1	0	0	0	0	0	24	22	37	1	0
	307	1	0	1	2	5	5	14	13	21	12	11

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
11	195	1	0	3	0	39	0	26	0	9	0	0
	195	1	28	2	0	0	0	9	5	14	5	14
	198	1	0	0	0	46	0	20	0	9	0	2
	198.5	1	0	0	3	29	21	13	3	5	2	1
	199	1	0	0	18	12	6	36	0	0	0	5
	206	1	0	2	0	39	1	23	0	5	1	6
	207	1	0	1	0	35	0	32	0	5	0	4
	207.5	1	0	21	0	15	1	18	0	10	0	12
	216.5	1	0	0	0	37	1	22	0	11	0	6
	222	1	0	0	0	38	5	10	7	6	0	11
	225	1	0	0	0	37	0	17	4	9	0	10
	230.5	1	0	0	0	18	0	43	1	13	0	2
	238	1	0	0	0	22	6	18	11	9	9	2
	250.5	1	0	0	0	23	2	18	4	18	1	11
	250.5	1	0	0	0	27	3	14	3	10	7	13
	254	1	0	5	0	15	0	26	0	14	0	17
	257	1	0	0	0	20	3	22	9	1	4	18
	259	1	0	6	0	14	3	9	3	30	0	12
	261	1	0	1	0	7	0	39	0	21	0	9
	269.5	1	0	0	2	12	9	9	11	10	11	13
	270	1	0	0	0	1	0	26	26	20	2	2
	272	1	0	7	2	5	12	6	4	9	12	20
	273	1	0	0	1	8	1	30	3	17	1	16
	273	1	0	6	0	10	0	21	0	16	0	24

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Science Raw Score Pattern at the Applying Level

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
5	206.5	1	0	0	0	26	7	15	9	4	1	8
	210	1	0	0	0	19	7	23	6	9	3	3
	211	1	0	3	6	10	13	11	7	7	8	5
	213	1	0	0	1	16	17	7	11	11	3	4
	216	1	0	0	0	21	0	22	0	27	0	0
	225.5	1	0	0	3	10	14	8	11	15	3	6
	226	1	0	0	0	5	17	18	15	5	6	4
	227.5	1	0	0	0	1	14	25	17	7	4	2
	228	1	0	0	0	13	0	27	6	20	0	4
	228	1	0	1	0	23	0	15	0	19	0	12
	228.5	1	0	0	0	1	6	30	21	12	0	0
	232	1	0	0	0	17	6	11	9	15	3	9
	235.5	1	0	0	0	12	4	21	3	22	0	8
	237	1	0	0	0	6	0	34	0	27	0	3
	237	1	0	9	0	14	0	13	0	9	0	25
	238	1	0	1	0	5	1	35	1	19	0	8
	238	1	0	8	0	13	1	13	1	11	0	23
	241	1	0	0	0	19	0	21	0	10	0	20
	246.5	1	0	0	2	16	1	9	11	8	7	16
	247.5	1	0	0	0	7	0	30	3	17	0	13
	251	1	0	5	8	5	1	8	0	17	1	25
	251.5	1	0	0	0	6	0	21	3	34	0	6
	251.5	1	0	0	0	8	1	24	5	15	3	14
	254.5	1	0	0	6	5	5	5	11	13	15	10
	254.5	1	0	0	0	10	7	10	8	12	8	15
	258	1	0	1	0	2	0	26	0	30	0	11
	259	1	0	0	0	0	0	11	22	35	2	0
	260	1	0	0	0	3	7	14	14	12	5	15
	260.5	1	0	0	0	0	8	15	14	13	11	9
	261.5	1	0	0	0	0	0	15	8	46	1	0
	261.5	1	0	2	0	1	3	10	14	22	14	4
	263	1	0	0	0	0	0	31	3	20	1	15
	270	1	0	0	0	4	0	20	0	28	0	18
	272.5	1	0	1	2	1	1	7	11	21	19	7
	275	1	0	0	0	0	1	24	8	10	5	22
	276	1	0	0	0	1	0	17	1	35	1	15
	276	1	0	0	0	1	0	23	0	25	0	21
	276.5	1	0	6	0	3	9	5	1	5	3	38
	278	1	0	0	0	3	0	17	0	29	0	21
	278	1	0	0	0	0	0	25	0	22	0	23

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
	183	1	0	0	0	30	0	17	0	8	0	8
	189.5	1	0	0	0	18	1	30	0	9	0	5
	190	1	0	0	0	2	18	25	13	4	1	0
	192	1	0	5	0	9	0	27	0	22	0	0
	195	1	0	0	0	0	4	55	0	0	0	4
	196.5	1	0	4	3	13	0	19	2	9	6	7
	198.5	1	0	9	0	13	1	7	5	17	1	10
	199.5	1	0	0	0	12	2	27	5	13	0	4
	200.5	1	0	0	0	5	10	24	7	16	0	1
	204	1	0	2	0	0	0	43	7	6	1	4
	205	1	0	0	0	19	0	21	0	11	0	12
	209	1	0	0	0	13	8	16	5	5	5	11
	209	1	0	9	0	5	0	21	0	13	0	15
	214.5	1	0	1	0	6	8	14	11	11	6	6
	217.5	1	0	0	0	8	6	20	4	12	1	12
	219	1	0	0	0	2	0	35	0	20	0	6
	220	1	0	0	0	2	13	13	10	13	5	7
	220.5	1	0	0	0	12	0	24	0	10	1	16
	221.5	1	0	0	0	11	0	23	0	14	1	14
	223	1	0	0	0	3	0	31	0	21	0	8
	227.5	1	0	0	1	4	2	14	14	16	4	8
8	229	1	0	0	0	0	0	24	0	38	0	1
	231.5	1	0	1	3	2	6	11	1	20	9	10
	232	1	0	0	0	0	0	11	18	34	0	0
	233	1	0	0	0	1	0	26	0	27	0	9
	234	1	0	0	0	0	0	11	14	38	0	0
	236.5	1	0	0	0	0	1	9	29	11	7	6
	238.5	1	0	0	0	0	0	5	17	41	0	0
	239	1	0	0	0	0	1	17	14	13	11	7
	242	1	0	0	4	1	4	11	3	16	7	17
	244	1	0	2	0	1	0	18	0	24	0	18
	244.5	1	0	0	0	0	0	13	16	13	15	6
	247.5	1	0	0	0	3	0	12	1	33	0	14
	248	1	0	0	0	3	0	15	0	28	0	17
	252	1	0	0	0	0	2	9	10	20	10	12
	254	1	0	0	0	3	0	17	0	18	0	25
	257.5	1	0	0	0	1	10	1	6	12	13	20
	258.5	1	0	0	0	0	0	2	2	48	3	8
	258.5	1	0	0	0	0	0	4	3	42	4	10
	258.5	1	0	0	0	0	2	8	11	15	8	19
	261	1	0	0	0	1	0	13	0	25	0	24
	263	1	0	0	0	0	3	3	8	18	17	14
	265	1	0	0	0	0	2	3	13	9	21	15

Grade	Total Raw Score	Count	Score Point									
			0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
11	308	1	0	0	0	7	0	25	0	41	0	11
	313.5	1	0	0	0	3	0	23	11	35	0	12
	314	1	0	0	0	9	0	27	0	25	0	23
	324	1	0	0	0	0	12	8	13	23	15	13
	337	1	0	0	0	0	0	0	16	53	12	3
	341.5	1	0	3	0	1	0	20	0	23	1	36
	342.5	1	0	0	0	0	0	6	14	35	19	10
	348	1	0	0	0	0	1	5	0	54	11	13
	348	1	0	0	0	0	0	13	0	46	0	25
	349.5	1	0	0	0	2	2	13	7	20	6	34
	352.5	1	0	0	0	0	0	6	0	55	1	22
	356	1	0	0	0	0	0	7	0	50	0	27
	357.5	1	0	0	0	0	0	12	0	38	1	33
	360	1	0	0	0	0	0	12	0	36	0	36
	362	1	0	0	0	0	0	6	0	46	0	32
	362.5	1	0	0	0	1	2	14	8	6	7	46
	366	1	0	0	0	0	0	8	4	27	10	35

Data file 6/01/2010.

APPENDIX F: Rating Agreement on Task/Skill

Rating Agreement (Percentage) on Task/Skill for *Dakota STEP-A* Reading Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
3	Vocabulary	1	122	3.6	85	11	1	1	2
3	Vocabulary	2	122	4.2	92	7	0	1	0
3	Vocabulary	3	122	3.0	80	15	3	1	2
3	Vocabulary	4	122	2.8	84	11	3	1	1
3	Vocabulary	5	122	2.7	80	15	2	2	1
3	Vocabulary	6	122	3.5	82	11	4	2	1
3	Vocabulary	7	122	3.5	87	8	3	1	1
3	Comprehension	1	122	3.4	76	18	3	2	1
3	Comprehension	2	122	3.0	76	16	7	1	1
3	Comprehension	3	122	3.2	77	16	3	3	0
3	Comprehension	4	122	3.1	81	13	3	2	1
3	Comprehension	5	122	3.6	79	17	3	1	0
3	Comprehension	6	122	2.6	78	19	2	2	0
3	Comprehension	7	122	2.2	79	17	2	2	0
3	Literacy	1	122	3.3	78	15	5	1	2
3	Literacy	2	122	2.5	75	20	6	0	0
3	Literacy	3	122	2.8	79	18	2	1	0
3	Literacy	4	122	3.2	77	19	3	1	0
3	Literacy	5	122	2.3	82	16	2	0	0
3	Literacy	6	122	2.5	81	14	3	1	1
3	Literacy	7	122	2.3	82	11	6	1	0
3	Diverse Works	1	122	2.4	81	16	2	2	0
3	Diverse Works	2	122	2.4	83	13	2	2	1
3	Diverse Works	3	122	2.4	83	14	2	1	0
3	Diverse Works	4	122	2.3	80	16	2	1	0
3	Diverse Works	5	122	2.4	77	20	2	1	0
3	Diverse Works	6	122	2.0	85	11	3	1	0
3	Diverse Works	7	122	2.1	83	12	5	0	0
3	Informational Text	1	122	2.9	75	19	6	1	0
3	Informational Text	2	122	3.0	79	15	2	3	1
3	Informational Text	3	122	3.0	77	19	2	2	0
3	Informational Text	4	122	2.4	80	16	5	0	0
3	Informational Text	5	122	2.3	81	14	3	2	0
3	Informational Text	6	122	2.5	75	17	6	1	1
3	Informational Text	7	122	2.0	84	13	2	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
4	Vocabulary	1	123	2.5	81	15	2	0	1
4	Vocabulary	2	123	2.4	85	14	2	0	0
4	Vocabulary	3	123	2.5	79	19	1	1	1
4	Vocabulary	4	123	3.1	71	21	7	1	0
4	Vocabulary	5	123	3.5	71	19	10	1	0
4	Vocabulary	6	123	2.3	77	18	4	1	0
4	Vocabulary	7	123	2.3	77	19	4	0	0
4	Comprehension	1	123	3.8	84	9	5	2	1
4	Comprehension	2	123	3.5	75	22	2	0	1
4	Comprehension	3	123	2.9	80	16	3	0	0
4	Comprehension	4	123	2.7	74	22	3	1	0
4	Comprehension	5	123	3.2	80	18	1	0	1
4	Comprehension	6	123	2.3	78	20	2	0	0
4	Comprehension	7	123	2.7	77	19	3	1	0
4	Literacy	1	123	3.6	84	14	2	0	0
4	Literacy	2	123	2.5	76	20	2	1	1
4	Literacy	3	123	1.9	81	16	2	0	0
4	Literacy	4	123	2.7	77	18	3	1	1
4	Literacy	5	123	2.4	78	22	0	0	0
4	Literacy	6	123	1.7	82	18	0	0	0
4	Literacy	7	123	2.5	74	23	2	1	0
4	Diverse Works	1	123	2.7	73	22	3	2	0
4	Diverse Works	2	123	2.6	72	19	7	2	1
4	Diverse Works	3	123	3.2	80	15	4	0	0
4	Diverse Works	4	123	2.3	77	19	2	2	0
4	Diverse Works	5	123	2.2	76	22	2	1	0
4	Diverse Works	6	123	2.2	76	20	4	0	0
4	Diverse Works	7	123	2.0	79	19	2	1	0
4	Informational Text	1	123	2.3	84	13	2	2	0
4	Informational Text	2	123	2.3	81	12	4	1	2
4	Informational Text	3	123	3.5	84	13	2	0	1
4	Informational Text	4	123	3.1	76	20	4	1	0
4	Informational Text	5	123	2.4	81	13	4	2	0
4	Informational Text	6	123	2.2	74	21	5	0	0
4	Informational Text	7	123	2.6	72	23	2	2	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
5	Vocabulary	1	127	2.6	76	17	7	0	0
5	Vocabulary	2	127	3.2	80	14	5	1	0
5	Vocabulary	3	127	2.4	76	17	7	0	0
5	Vocabulary	4	127	2.7	83	10	4	3	0
5	Vocabulary	5	127	2.7	82	15	1	2	1
5	Vocabulary	6	127	2.0	83	13	3	0	0
5	Vocabulary	7	127	2.1	76	17	6	0	0
5	Comprehension	1	127	2.9	67	26	6	1	0
5	Comprehension	2	127	3.3	66	25	6	2	1
5	Comprehension	3	127	3.1	82	14	3	1	0
5	Comprehension	4	127	3.4	75	20	2	2	1
5	Comprehension	5	127	3.2	71	23	2	3	1
5	Comprehension	6	127	2.8	73	20	5	1	1
5	Comprehension	7	127	2.7	65	27	6	2	1
5	Literacy	1	127	3.9	81	14	2	2	1
5	Literacy	2	127	2.6	71	24	3	2	0
5	Literacy	3	127	2.8	78	17	5	1	0
5	Literacy	4	127	2.9	75	21	3	1	0
5	Literacy	5	127	2.2	83	13	4	1	0
5	Literacy	6	127	2.0	76	17	7	0	0
5	Literacy	7	127	2.1	75	20	5	0	0
5	Diverse Works	1	127	2.4	77	15	6	2	0
5	Diverse Works	2	127	2.7	76	15	4	6	0
5	Diverse Works	3	127	2.3	84	10	4	2	0
5	Diverse Works	4	127	2.9	78	17	5	1	0
5	Diverse Works	5	127	2.4	78	16	3	2	1
5	Diverse Works	6	127	2.1	80	11	8	1	0
5	Diverse Works	7	127	2.3	77	18	3	2	0
5	Informational Text	1	127	3.4	66	26	4	2	2
5	Informational Text	2	127	3.2	76	18	2	3	1
5	Informational Text	3	127	3.1	77	19	1	2	1
5	Informational Text	4	127	2.4	76	17	7	1	0
5	Informational Text	5	127	2.1	80	14	5	1	0
5	Informational Text	6	127	3.5	77	21	1	1	0
5	Informational Text	7	127	2.4	73	19	6	2	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
6	Vocabulary	1	106	3.5	88	8	3	1	0
6	Vocabulary	2	106	3.2	87	8	4	0	1
6	Vocabulary	3	106	3.0	84	14	1	0	1
6	Vocabulary	4	106	2.7	80	14	4	1	1
6	Vocabulary	5	106	2.5	81	17	1	1	0
6	Vocabulary	6	106	2.7	77	15	7	1	0
6	Vocabulary	7	106	2.4	82	14	2	2	0
6	Comprehension	1	106	3.1	83	12	4	0	1
6	Comprehension	2	106	3.3	87	11	1	0	1
6	Comprehension	3	106	3.3	91	8	1	0	0
6	Comprehension	4	106	3.1	82	17	0	0	1
6	Comprehension	5	106	2.9	83	15	1	0	1
6	Comprehension	6	106	2.6	78	18	3	0	1
6	Comprehension	7	106	2.9	80	15	4	0	1
6	Literacy	1	106	3.3	86	13	1	0	0
6	Literacy	2	106	2.5	77	20	2	1	0
6	Literacy	3	106	2.9	74	22	4	0	1
6	Literacy	4	106	2.9	69	27	3	1	0
6	Literacy	5	106	2.7	78	17	4	1	0
6	Literacy	6	106	2.9	78	16	5	1	0
6	Literacy	7	106	2.6	88	10	1	1	0
6	Diverse Works	1	106	3.4	86	9	4	1	0
6	Diverse Works	2	106	2.6	79	17	1	2	1
6	Diverse Works	3	106	2.5	76	19	2	2	1
6	Diverse Works	4	106	2.3	74	23	2	1	1
6	Diverse Works	5	106	2.4	72	24	4	0	1
6	Diverse Works	6	106	2.4	79	17	1	3	0
6	Diverse Works	7	106	2.9	80	16	2	0	2
6	Informational Text	1	106	3.0	75	23	1	0	1
6	Informational Text	2	106	3.1	85	13	2	0	0
6	Informational Text	3	106	3.3	91	8	0	0	1
6	Informational Text	4	106	2.7	74	23	1	2	1
6	Informational Text	5	106	2.2	84	14	1	1	0
6	Informational Text	6	106	2.1	83	15	1	1	0
6	Informational Text	7	106	2.4	82	15	1	2	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
7	Vocabulary	1	106	4.4	87	9	2	2	0
7	Vocabulary	2	106	4.1	83	13	2	1	1
7	Vocabulary	3	106	4.0	81	19	0	0	0
7	Vocabulary	4	106	2.9	76	22	2	0	0
7	Vocabulary	5	106	2.7	79	19	2	0	0
7	Vocabulary	6	106	2.6	77	21	2	0	0
7	Vocabulary	7	106	2.9	82	16	1	1	0
7	Comprehension	1	106	3.2	77	21	1	1	0
7	Comprehension	2	106	3.2	71	26	3	0	0
7	Comprehension	3	106	3.5	74	24	3	0	0
7	Comprehension	4	106	3.2	69	25	5	1	0
7	Comprehension	5	106	2.9	75	21	5	0	0
7	Comprehension	6	106	2.9	68	25	5	2	0
7	Comprehension	7	106	2.8	76	20	4	0	0
7	Literacy	1	106	2.8	81	15	3	0	1
7	Literacy	2	106	2.8	74	20	6	1	0
7	Literacy	3	106	2.9	79	18	2	0	1
7	Literacy	4	106	3.3	75	24	1	0	0
7	Literacy	5	106	2.7	81	16	3	0	0
7	Literacy	6	106	2.8	74	23	4	0	0
7	Literacy	7	106	2.4	75	22	3	0	0
7	Diverse Works	1	106	3.7	81	15	3	1	0
7	Diverse Works	2	106	3.0	71	22	7	0	1
7	Diverse Works	3	106	2.8	75	21	3	1	0
7	Diverse Works	4	106	2.7	77	21	0	2	0
7	Diverse Works	5	106	2.8	75	18	7	0	0
7	Diverse Works	6	106	2.5	78	17	4	1	0
7	Diverse Works	7	106	3.0	75	19	5	1	0
7	Informational Text	1	106	3.5	77	19	2	2	0
7	Informational Text	2	106	3.1	72	25	4	0	0
7	Informational Text	3	106	3.0	77	18	5	0	0
7	Informational Text	4	106	2.6	74	22	4	1	0
7	Informational Text	5	106	4.0	83	14	3	0	0
7	Informational Text	6	106	2.6	70	28	1	1	0
7	Informational Text	7	106	2.6	74	23	4	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
8	Vocabulary	1	123	3.2	80	16	1	2	1
8	Vocabulary	2	123	3.5	80	17	1	2	1
8	Vocabulary	3	123	3.4	85	12	2	1	0
8	Vocabulary	4	123	3.1	80	18	1	1	1
8	Vocabulary	5	123	2.8	84	13	2	0	1
8	Vocabulary	6	123	2.6	82	11	6	0	1
8	Vocabulary	7	123	2.6	81	12	5	1	1
8	Comprehension	1	123	3.5	80	17	0	2	1
8	Comprehension	2	123	3.1	82	14	2	1	1
8	Comprehension	3	123	3.6	85	12	1	1	2
8	Comprehension	4	123	2.8	75	20	1	3	1
8	Comprehension	5	123	3.5	90	8	0	2	0
8	Comprehension	6	123	3.3	80	17	1	1	2
8	Comprehension	7	123	2.7	79	15	4	1	1
8	Literacy	1	123	3.8	87	8	2	1	2
8	Literacy	2	123	2.9	76	19	3	2	1
8	Literacy	3	123	2.4	82	15	3	0	0
8	Literacy	4	123	3.7	89	11	0	0	1
8	Literacy	5	123	3.1	83	13	2	2	1
8	Literacy	6	123	3.0	77	20	2	1	1
8	Literacy	7	123	2.5	80	16	2	2	1
8	Diverse Works	1	123	3.6	83	14	2	0	1
8	Diverse Works	2	123	3.0	72	23	2	2	1
8	Diverse Works	3	123	3.5	81	15	2	1	1
8	Diverse Works	4	123	3.5	85	11	4	1	0
8	Diverse Works	5	123	2.9	74	23	2	1	1
8	Diverse Works	6	123	2.7	86	11	0	2	1
8	Diverse Works	7	123	2.6	81	15	2	0	1
8	Informational Text	1	123	3.0	76	19	3	1	1
8	Informational Text	2	123	2.4	84	11	4	0	1
8	Informational Text	3	123	3.8	91	9	0	0	0
8	Informational Text	4	123	3.4	79	16	2	1	2
8	Informational Text	5	123	2.7	77	17	4	1	1
8	Informational Text	6	123	2.8	81	13	1	4	1
8	Informational Text	7	123	2.9	84	9	3	3	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
11	Vocabulary	1	109	3.0	94	5	0	0	1
11	Vocabulary	2	109	3.2	87	10	3	0	0
11	Vocabulary	3	109	2.9	91	7	1	1	0
11	Vocabulary	4	109	2.9	92	6	1	2	0
11	Vocabulary	5	109	2.7	83	15	2	1	0
11	Vocabulary	6	109	2.8	88	9	2	0	1
11	Vocabulary	7	109	2.8	87	10	1	1	1
11	Comprehension	1	109	2.7	88	7	4	0	1
11	Comprehension	2	109	3.2	88	10	1	0	1
11	Comprehension	3	109	3.6	94	6	0	0	0
11	Comprehension	4	109	2.9	84	14	1	0	1
11	Comprehension	5	109	3.0	89	6	2	2	1
11	Comprehension	6	109	2.7	83	13	3	2	0
11	Comprehension	7	109	2.9	86	10	0	2	2
11	Literacy	1	109	3.2	94	6	0	0	1
11	Literacy	2	109	2.7	88	8	3	1	0
11	Literacy	3	109	3.3	85	11	1	2	1
11	Literacy	4	109	2.3	88	9	3	0	0
11	Literacy	5	109	2.4	83	14	1	2	1
11	Literacy	6	109	2.8	81	16	1	2	1
11	Literacy	7	109	2.9	89	7	3	0	1
11	Diverse Works	1	109	3.4	86	8	4	0	2
11	Diverse Works	2	109	3.4	85	12	1	1	1
11	Diverse Works	3	109	2.8	93	6	1	0	1
11	Diverse Works	4	109	2.6	93	6	2	0	0
11	Diverse Works	5	109	2.5	86	9	3	1	1
11	Diverse Works	6	109	2.4	92	6	0	1	1
11	Diverse Works	7	109	2.3	87	9	2	2	0
11	Informational Text	1	109	3.7	89	8	1	0	2
11	Informational Text	2	109	2.4	85	14	0	0	1
11	Informational Text	3	109	2.3	88	10	0	2	0
11	Informational Text	4	109	2.8	83	15	1	1	0
11	Informational Text	5	109	2.4	83	15	1	1	0
11	Informational Text	6	109	2.6	87	11	1	0	1
11	Informational Text	7	109	2.8	90	8	1	0	1

Data file 06/012010.

Rating Agreement (Percentage) on Task/Skill for *Dakota STEP-A* Mathematics Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
3	Algebra	1	122	3.6	79	15	5	0	2
3	Algebra	2	122	3.2	76	16	7	2	0
3	Algebra	3	122	3.4	83	11	4	2	0
3	Algebra	4	122	3.1	84	11	2	0	2
3	Algebra	5	122	2.1	84	15	0	1	0
3	Algebra	6	122	2.6	75	20	4	1	0
3	Algebra	7	122	2.1	85	11	2	1	0
3	Algebra	8	122	3.5	79	16	3	1	2
3	Algebra	9	122	3.5	85	10	2	1	2
3	Algebra	10	122	3.5	80	16	2	1	2
3	Algebra	11	122	2.9	81	15	2	0	2
3	Algebra	12	122	3.2	84	13	2	0	2
3	Algebra	13	122	2.6	87	11	2	1	0
3	Algebra	14	122	2.7	81	11	7	1	1
3	Algebra	15	122	3.4	88	7	3	0	2
3	Algebra	16	122	3.1	85	10	3	0	2
3	Algebra	17	122	2.7	80	14	4	2	0
3	Algebra	18	122	2.2	84	11	3	1	1
3	Algebra	19	122	1.9	87	10	3	0	0
3	Algebra	20	122	1.9	86	12	2	0	0
3	Algebra	21	122	1.9	89	9	2	1	0
3	Algebra	22	122	3.0	81	16	1	1	2
3	Algebra	23	122	2.6	84	13	2	1	1
3	Algebra	24	122	2.7	80	16	4	0	0
3	Algebra	25	122	3.1	84	11	2	1	2
3	Algebra	26	122	2.7	84	11	2	2	0
3	Algebra	27	122	2.4	77	18	3	2	0
3	Algebra	28	122	2.8	84	11	2	2	1
3	Geometry	1	122	3.9	90	6	1	2	2
3	Geometry	2	122	4.0	93	6	0	0	1
3	Geometry	3	122	4.0	88	11	0	0	2
3	Geometry	4	122	2.8	79	12	6	2	1
3	Geometry	5	122	2.2	83	12	5	0	0
3	Geometry	6	122	3.5	81	16	2	2	0
3	Geometry	7	122	3.2	75	18	4	1	2
3	Geometry	8	122	3.2	81	13	2	2	1
3	Geometry	9	122	2.5	79	13	6	2	1
3	Geometry	10	122	2.5	79	14	6	2	0
3	Geometry	11	122	2.9	75	20	4	1	0
3	Geometry	12	122	3.7	82	14	2	2	0
3	Geometry	13	122	2.7	76	17	4	2	0
3	Geometry	14	122	2.4	77	16	5	2	0
3	Measurement	1	122	3.1	85	11	2	2	0
3	Measurement	2	122	3.6	80	16	3	1	0
3	Measurement	3	122	2.8	79	16	4	1	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
3	Measurement	4	122	2.7	77	18	4	1	0
3	Measurement	5	122	3.3	80	17	2	1	0
3	Measurement	6	122	3.1	87	11	1	1	1
3	Measurement	7	122	2.8	76	20	3	0	1
3	Number Sense	1	122	3.7	88	11	0	0	2
3	Number Sense	2	122	3.5	86	11	1	1	2
3	Number Sense	3	122	3.4	79	16	2	2	1
3	Number Sense	4	122	3.2	80	18	2	0	1
3	Number Sense	5	122	3.1	88	9	2	0	2
3	Number Sense	6	122	2.7	80	18	1	2	0
3	Number Sense	7	122	2.2	80	15	5	0	0
3	Number Sense	8	122	3.3	88	9	2	0	2
3	Number Sense	9	122	3.1	85	11	2	0	2
3	Number Sense	10	122	3.3	84	11	2	1	2
3	Number Sense	11	122	2.7	85	12	2	0	0
3	Number Sense	12	122	2.5	86	11	1	1	2
3	Number Sense	13	122	2.2	89	9	2	0	1
3	Number Sense	14	122	2.0	84	13	2	1	0
3	Number Sense	15	122	3.5	82	16	0	1	1
3	Number Sense	16	122	2.7	85	11	2	2	0
3	Number Sense	17	122	2.0	85	11	3	0	0
3	Number Sense	18	122	2.2	83	12	3	2	0
3	Number Sense	19	122	1.9	85	11	4	0	0
3	Number Sense	20	122	2.3	83	13	4	0	0
3	Number Sense	21	122	1.8	86	10	4	0	0
3	Statistic	1	122	2.4	84	13	2	1	0
3	Statistic	2	122	3.3	80	16	2	1	1
3	Statistic	3	122	2.9	81	12	4	2	1
3	Statistic	4	122	2.3	88	9	2	1	0
3	Statistic	5	122	3.3	79	18	2	1	1
3	Statistic	6	122	3.1	79	15	4	2	0
3	Statistic	7	122	2.4	79	18	3	0	0
3	Statistic	8	122	2.5	83	11	4	2	0
3	Statistic	9	122	2.4	84	12	3	0	0
3	Statistic	10	122	3.2	80	17	0	2	1
3	Statistic	11	122	3.1	80	16	3	1	0
3	Statistic	12	122	2.9	84	11	3	1	0
3	Statistic	13	122	2.3	80	15	6	0	0
3	Statistic	14	122	2.4	82	15	3	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
4	Algebra	1	123	2.9	77	16	7	0	0
4	Algebra	2	123	3.2	72	20	5	2	1
4	Algebra	3	123	2.2	78	20	1	2	0
4	Algebra	4	123	2.6	79	14	7	1	0
4	Algebra	5	123	2.5	77	19	2	2	0
4	Algebra	6	123	3.0	80	15	3	1	2
4	Algebra	7	123	2.1	80	19	1	1	0
4	Algebra	8	123	3.4	74	16	8	1	1
4	Algebra	9	123	3.6	78	17	3	0	2
4	Algebra	10	123	3.5	77	17	4	0	2
4	Algebra	11	123	2.2	80	18	2	0	0
4	Algebra	12	123	3.2	77	13	7	1	2
4	Algebra	13	123	2.3	73	25	1	1	0
4	Algebra	14	123	2.8	86	14	0	0	0
4	Algebra	15	123	3.4	75	16	7	1	1
4	Algebra	16	123	2.9	75	20	4	1	0
4	Algebra	17	123	2.8	74	20	5	2	0
4	Algebra	18	123	2.2	79	18	2	1	0
4	Algebra	19	123	2.7	78	18	2	2	0
4	Algebra	20	123	2.3	74	21	4	1	0
4	Algebra	21	123	2.2	80	15	5	1	0
4	Geometry	1	123	3.4	72	21	4	3	0
4	Geometry	2	123	2.8	73	20	5	1	1
4	Geometry	3	123	4.0	80	15	3	0	2
4	Geometry	4	123	2.3	87	8	2	1	2
4	Geometry	5	123	2.3	80	15	2	2	2
4	Geometry	6	123	3.5	75	15	7	1	2
4	Geometry	7	123	3.3	78	15	6	1	0
4	Geometry	8	123	2.9	76	18	4	2	1
4	Geometry	9	123	3.3	68	25	5	0	2
4	Geometry	10	123	3.3	72	24	2	0	2
4	Geometry	11	123	2.9	76	22	2	0	1
4	Geometry	12	123	2.7	77	18	3	1	1
4	Geometry	13	123	2.7	74	23	2	2	0
4	Geometry	14	123	2.7	76	20	4	0	0
4	Measurement	1	123	3.2	70	24	3	2	1
4	Measurement	2	123	2.3	77	16	7	0	0
4	Measurement	3	123	3.3	81	16	1	0	2
4	Measurement	4	123	2.6	77	16	6	0	1
4	Measurement	5	123	2.8	80	19	1	1	0
4	Measurement	6	123	2.0	76	22	2	0	0
4	Measurement	7	123	2.7	76	20	4	1	0
4	Number Sense	1	123	3.6	75	15	7	1	2
4	Number Sense	2	123	3.8	84	11	3	0	2
4	Number Sense	3	123	3.1	84	12	2	0	2
4	Number Sense	4	123	3.2	78	20	0	0	2
4	Number Sense	5	123	2.5	74	22	2	2	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
4	Number Sense	6	123	1.9	85	12	2	0	0
4	Number Sense	7	123	3.3	83	15	0	0	2
4	Number Sense	8	123	3.2	76	18	5	1	0
4	Number Sense	9	123	2.5	80	15	2	1	2
4	Number Sense	10	123	2.2	83	14	2	1	1
4	Number Sense	11	123	1.9	82	18	0	0	0
4	Number Sense	12	123	2.5	83	12	4	0	1
4	Number Sense	13	123	1.9	83	15	2	1	0
4	Number Sense	14	123	1.6	84	16	0	0	0
4	Number Sense	15	123	2.6	82	14	2	1	1
4	Number Sense	16	123	2.1	82	15	0	2	1
4	Number Sense	17	123	2.0	80	16	2	1	1
4	Number Sense	18	123	2.3	78	18	2	2	0
4	Number Sense	19	123	2.4	76	16	6	2	0
4	Number Sense	20	123	2.3	77	14	7	2	0
4	Number Sense	21	123	1.9	79	19	2	1	0
4	Statistic	1	123	3.2	75	18	4	2	1
4	Statistic	2	123	2.9	76	18	6	0	0
4	Statistic	3	123	2.7	76	22	2	0	0
4	Statistic	4	123	2.1	79	17	2	2	0
4	Statistic	5	123	2.4	81	13	6	0	0
4	Statistic	6	123	2.7	82	15	1	1	1
4	Statistic	7	123	2.1	78	20	2	0	1
4	Statistic	8	123	2.7	75	20	5	1	0
4	Statistic	9	123	2.4	76	22	2	1	0
4	Statistic	10	123	2.9	75	20	4	2	0
4	Statistic	11	123	3.2	74	21	3	2	0
4	Statistic	12	123	2.5	71	24	4	1	0
4	Statistic	13	123	2.2	73	23	4	0	0
4	Statistic	14	123	2.2	76	19	6	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
5	Algebra	1	127	3.8	81	13	2	2	2
5	Algebra	2	127	2.1	78	20	2	0	0
5	Algebra	3	127	2.8	69	23	7	1	1
5	Algebra	4	127	2.8	76	18	3	3	0
5	Algebra	5	127	2.2	76	17	6	2	0
5	Algebra	6	127	2.8	76	13	6	2	2
5	Algebra	7	127	1.9	80	15	5	0	0
5	Algebra	8	127	3.3	70	24	3	2	1
5	Algebra	9	127	3.5	81	13	3	2	1
5	Algebra	10	127	2.5	83	12	2	3	1
5	Algebra	11	127	2.2	79	17	2	0	2
5	Algebra	12	127	2.1	80	16	2	0	2
5	Algebra	13	127	2.8	78	13	7	2	1
5	Algebra	14	127	2.2	80	17	0	2	2
5	Algebra	15	127	4.0	80	13	3	2	2
5	Algebra	16	127	2.4	76	20	3	1	0
5	Algebra	17	127	2.8	75	17	6	1	1
5	Algebra	18	127	2.7	73	24	2	2	0
5	Algebra	19	127	2.8	76	18	5	1	0
5	Algebra	20	127	2.5	78	17	4	1	1
5	Algebra	21	127	2.2	83	13	5	0	0
5	Algebra	22	127	3.5	67	22	8	2	2
5	Algebra	23	127	3.2	75	17	6	2	0
5	Algebra	24	127	2.8	76	14	8	2	0
5	Algebra	25	127	3.0	75	21	2	1	1
5	Algebra	26	127	2.7	67	25	7	1	0
5	Algebra	27	127	2.6	73	19	6	2	0
5	Algebra	28	127	2.2	75	16	9	1	0
5	Geometry	1	127	3.1	73	14	9	4	0
5	Geometry	2	127	2.9	72	23	2	3	0
5	Geometry	3	127	3.5	71	18	7	2	2
5	Geometry	4	127	2.3	79	15	6	0	0
5	Geometry	5	127	2.2	78	17	5	0	0
5	Geometry	6	127	2.7	75	20	3	2	0
5	Geometry	7	127	2.2	72	22	6	0	0
5	Geometry	8	127	3.4	67	20	9	2	2
5	Geometry	9	127	2.8	72	22	3	2	1
5	Geometry	10	127	2.6	73	21	2	2	2
5	Geometry	11	127	2.7	73	15	7	4	1
5	Geometry	12	127	2.0	80	19	0	1	0
5	Geometry	13	127	2.8	69	25	3	3	0
5	Geometry	14	127	1.9	80	16	4	1	0
5	Measurement	1	127	3.7	84	10	1	3	2
5	Measurement	2	127	2.4	73	18	6	2	2
5	Measurement	3	127	2.0	80	15	4	1	0
5	Measurement	4	127	2.3	78	17	3	2	0
5	Measurement	5	127	2.3	72	22	5	2	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
5	Measurement	6	127	2.1	76	20	3	0	1
5	Measurement	7	127	2.7	73	22	3	1	1
5	Number Sense	1	127	2.6	77	17	4	0	2
5	Number Sense	2	127	1.9	87	11	2	0	0
5	Number Sense	3	127	3.3	72	21	4	2	1
5	Number Sense	4	127	2.8	72	17	9	2	0
5	Number Sense	5	127	2.4	80	15	2	2	0
5	Number Sense	6	127	3.1	83	9	6	0	2
5	Number Sense	7	127	2.0	84	14	2	0	0
5	Number Sense	8	127	2.0	84	10	6	0	0
5	Number Sense	9	127	3.4	69	17	9	2	2
5	Number Sense	10	127	2.3	77	16	5	2	0
5	Number Sense	11	127	2.6	68	23	5	4	1
5	Number Sense	12	127	2.0	81	14	2	2	0
5	Number Sense	13	127	1.7	83	17	1	0	0
5	Number Sense	14	127	1.7	81	16	3	0	0
5	Number Sense	15	127	3.0	75	17	6	2	1
5	Number Sense	16	127	2.8	75	17	6	2	1
5	Number Sense	17	127	2.1	78	15	7	0	0
5	Number Sense	18	127	2.1	78	18	4	0	0
5	Number Sense	19	127	1.9	77	20	3	0	0
5	Number Sense	20	127	2.1	75	23	2	1	0
5	Number Sense	21	127	1.6	86	13	1	0	0
5	Statistic	1	127	2.7	77	17	6	0	1
5	Statistic	2	127	3.1	73	20	4	1	2
5	Statistic	3	127	2.5	79	15	6	1	0
5	Statistic	4	127	2.8	76	17	4	3	1
5	Statistic	5	127	2.7	74	15	7	3	1
5	Statistic	6	127	2.6	73	21	4	2	0
5	Statistic	7	127	2.6	79	17	4	0	0
5	Statistic	8	127	3.7	75	21	2	1	1
5	Statistic	9	127	2.6	73	20	6	2	0
5	Statistic	10	127	2.2	81	13	4	2	0
5	Statistic	11	127	2.3	81	15	3	1	0
5	Statistic	12	127	2.5	76	17	7	1	0
5	Statistic	13	127	2.9	65	25	8	1	1
5	Statistic	14	127	2.2	72	17	12	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
6	Algebra	1	106	4.0	87	13	0	0	0
6	Algebra	2	106	3.2	89	10	0	0	1
6	Algebra	3	106	2.4	87	8	3	1	1
6	Algebra	4	106	3.0	76	19	2	2	1
6	Algebra	5	106	2.4	86	9	4	1	0
6	Algebra	6	106	2.4	85	11	3	1	0
6	Algebra	7	106	2.2	82	14	3	1	0
6	Algebra	8	106	3.7	79	15	5	0	1
6	Algebra	9	106	2.4	81	16	2	1	0
6	Algebra	10	106	2.6	76	19	2	3	0
6	Algebra	11	106	2.1	80	18	1	1	0
6	Algebra	12	106	2.1	76	20	3	1	0
6	Algebra	13	106	2.5	77	16	5	2	0
6	Algebra	14	106	2.1	81	17	1	1	0
6	Algebra	15	106	3.8	85	10	3	1	1
6	Algebra	16	106	2.7	80	17	2	0	1
6	Algebra	17	106	2.9	83	14	2	0	1
6	Algebra	18	106	2.7	86	8	5	0	1
6	Algebra	19	106	2.2	85	11	2	2	0
6	Algebra	20	106	2.3	78	19	2	0	1
6	Algebra	21	106	2.4	81	14	4	0	1
6	Geometry	1	106	3.6	77	17	2	3	1
6	Geometry	2	106	2.6	82	14	3	0	1
6	Geometry	3	106	2.9	77	18	4	0	1
6	Geometry	4	106	2.6	82	15	2	1	0
6	Geometry	5	106	2.4	81	16	2	1	0
6	Geometry	6	106	2.3	78	18	3	1	0
6	Geometry	7	106	2.6	77	19	3	0	1
6	Geometry	8	106	4.0	95	4	1	0	0
6	Geometry	9	106	3.9	84	12	1	1	2
6	Geometry	10	106	2.7	75	18	6	0	1
6	Geometry	11	106	2.7	75	19	5	0	1
6	Geometry	12	106	2.5	79	17	3	0	1
6	Geometry	13	106	3.1	78	15	5	2	0
6	Geometry	14	106	3.8	76	19	3	1	1
6	Measurement	1	106	3.5	85	12	2	0	1
6	Measurement	2	106	3.7	88	10	2	0	0
6	Measurement	3	106	3.3	83	10	6	0	1
6	Measurement	4	106	2.4	81	13	5	1	0
6	Measurement	5	106	2.5	78	20	1	1	0
6	Measurement	6	106	2.2	79	20	0	0	1
6	Measurement	7	106	2.3	79	18	2	1	0
6	Number Sense	1	106	3.8	84	13	1	0	2
6	Number Sense	2	106	3.4	82	13	4	0	1
6	Number Sense	3	106	2.8	83	13	4	0	0
6	Number Sense	4	106	2.4	88	9	2	0	1
6	Number Sense	5	106	2.1	75	20	4	1	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
6	Number Sense	6	106	2.4	83	14	2	1	0
6	Number Sense	7	106	2.0	81	15	3	1	0
6	Number Sense	8	106	3.3	80	13	5	1	1
6	Number Sense	9	106	3.6	78	17	3	2	0
6	Number Sense	10	106	3.3	79	19	1	0	1
6	Number Sense	11	106	2.7	75	21	3	1	0
6	Number Sense	12	106	2.1	83	14	2	1	0
6	Number Sense	13	106	2.7	80	18	0	1	1
6	Number Sense	14	106	2.3	78	15	5	2	0
6	Number Sense	15	106	3.1	80	17	1	1	1
6	Number Sense	16	106	3.5	87	11	1	0	1
6	Number Sense	17	106	2.7	78	18	2	2	0
6	Number Sense	18	106	2.4	82	14	1	3	0
6	Number Sense	19	106	2.8	74	21	4	2	0
6	Number Sense	20	106	2.4	84	14	1	0	1
6	Number Sense	21	106	2.1	82	16	1	1	0
6	Statistic	1	106	3.0	76	19	4	0	1
6	Statistic	2	106	3.0	75	22	3	0	1
6	Statistic	3	106	2.8	78	17	4	0	1
6	Statistic	4	106	3.1	87	10	3	0	0
6	Statistic	5	106	3.0	83	13	2	0	2
6	Statistic	6	106	2.6	74	21	3	2	1
6	Statistic	7	106	2.3	80	17	1	2	0
6	Statistic	8	106	3.7	83	12	1	3	1
6	Statistic	9	106	2.7	75	19	4	2	0
6	Statistic	10	106	2.7	77	17	3	2	1
6	Statistic	11	106	2.8	78	17	2	2	1
6	Statistic	12	106	3.2	74	19	5	2	1
6	Statistic	13	106	2.2	78	20	1	1	0
6	Statistic	14	106	2.4	74	22	2	2	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
7	Algebra	1	106	4.0	90	9	1	0	0
7	Algebra	2	106	4.1	90	10	0	0	0
7	Algebra	3	106	2.8	78	19	1	2	0
7	Algebra	4	106	3.5	81	14	5	0	0
7	Algebra	5	106	3.2	78	18	4	0	0
7	Algebra	6	106	2.4	80	16	3	1	0
7	Algebra	7	106	2.3	75	22	2	2	0
7	Algebra	8	106	4.0	81	17	0	0	2
7	Algebra	9	106	2.9	78	19	2	0	1
7	Algebra	10	106	2.7	77	16	6	0	1
7	Algebra	11	106	2.6	71	24	4	2	0
7	Algebra	12	106	2.8	72	25	2	1	1
7	Algebra	13	106	2.7	76	19	4	0	1
7	Algebra	14	106	3.6	75	22	2	1	0
7	Algebra	15	106	3.6	76	18	4	0	2
7	Algebra	16	106	2.6	78	20	1	0	1
7	Algebra	17	106	2.6	78	20	1	0	1
7	Algebra	18	106	2.2	78	19	2	1	0
7	Algebra	19	106	2.5	73	24	3	1	0
7	Algebra	20	106	2.4	75	18	7	0	1
7	Algebra	21	106	2.2	75	21	4	1	0
7	Algebra	22	106	3.8	85	15	0	0	0
7	Algebra	23	106	2.9	78	18	3	1	0
7	Algebra	24	106	3.0	77	16	6	1	0
7	Algebra	25	106	3.2	78	18	4	0	0
7	Algebra	26	106	2.8	76	18	5	1	0
7	Algebra	27	106	2.6	74	22	4	1	0
7	Algebra	28	106	2.6	75	22	2	2	0
7	Geometry	1	106	3.6	75	21	3	1	0
7	Geometry	2	106	3.2	79	17	4	0	0
7	Geometry	3	106	3.7	82	16	2	0	0
7	Geometry	4	106	2.9	73	23	4	1	0
7	Geometry	5	106	2.9	70	26	3	1	0
7	Geometry	6	106	3.3	80	15	5	0	0
7	Geometry	7	106	3.3	72	25	4	0	0
7	Geometry	8	106	2.9	73	23	5	0	0
7	Geometry	9	106	2.2	80	14	6	0	0
7	Geometry	10	106	2.7	75	16	7	2	0
7	Geometry	11	106	2.6	79	15	4	2	0
7	Geometry	12	106	2.7	72	21	4	4	0
7	Geometry	13	106	2.7	75	15	7	3	0
7	Geometry	14	106	2.5	76	18	4	2	0
7	Geometry	1	106	3.1	76	19	4	1	0
7	Geometry	2	106	2.7	75	20	4	2	0
7	Geometry	3	106	2.8	74	20	6	0	1
7	Geometry	4	106	3.1	83	13	4	0	0
7	Geometry	5	106	2.5	80	17	3	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
7	Geometry	6	106	2.5	75	23	3	0	0
7	Geometry	7	106	2.3	76	19	5	0	0
7	Number Sense	1	106	3.9	80	20	0	0	0
7	Number Sense	2	106	3.0	75	23	3	0	0
7	Number Sense	3	106	2.7	74	23	4	0	0
7	Number Sense	4	106	2.8	81	15	2	1	1
7	Number Sense	5	106	2.6	75	22	2	0	1
7	Number Sense	6	106	2.8	74	25	1	0	1
7	Number Sense	7	106	2.4	76	18	3	3	0
7	Number Sense	8	106	3.8	81	17	2	0	0
7	Number Sense	9	106	3.7	83	15	1	1	0
7	Number Sense	10	106	3.3	77	17	5	1	0
7	Number Sense	11	106	3.5	81	13	6	0	0
7	Number Sense	12	106	2.7	79	19	2	0	0
7	Number Sense	13	106	2.9	79	19	2	0	0
7	Number Sense	14	106	2.6	80	17	3	0	0
7	Number Sense	15	106	3.9	82	17	1	0	0
7	Number Sense	16	106	3.3	81	15	4	0	0
7	Number Sense	17	106	3.3	80	17	3	0	0
7	Number Sense	18	106	2.5	75	22	1	2	0
7	Number Sense	19	106	2.4	75	24	2	0	0
7	Number Sense	20	106	2.3	81	17	1	1	0
7	Number Sense	21	106	2.2	79	19	1	1	0
7	Statistic	1	106	2.5	78	16	4	2	0
7	Statistic	2	106	2.7	80	19	0	1	0
7	Statistic	3	106	2.4	82	13	4	1	0
7	Statistic	4	106	2.7	73	21	6	1	0
7	Statistic	5	106	2.5	74	24	2	0	1
7	Statistic	6	106	2.2	82	16	2	0	0
7	Statistic	7	106	2.5	74	22	4	1	0
7	Statistic	8	106	3.7	75	21	5	0	0
7	Statistic	9	106	2.8	85	13	1	1	0
7	Statistic	10	106	2.6	75	21	4	1	0
7	Statistic	11	106	2.5	74	23	4	0	0
7	Statistic	12	106	3.1	78	16	6	0	0
7	Statistic	13	106	2.9	68	29	1	2	0
7	Statistic	14	106	2.9	75	22	2	1	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
8	Algebra	1	123	3.9	81	14	2	2	2
8	Algebra	2	123	3.3	78	19	2	1	1
8	Algebra	3	123	3.3	80	14	2	2	1
8	Algebra	4	123	2.6	80	15	2	2	1
8	Algebra	5	123	2.6	80	14	3	2	1
8	Algebra	6	123	2.3	84	14	1	1	1
8	Algebra	7	123	2.3	85	11	2	1	1
8	Algebra	8	123	4.0	83	12	2	1	2
8	Algebra	9	123	4.0	89	7	2	0	2
8	Algebra	10	123	3.9	85	11	2	0	2
8	Algebra	11	123	3.5	79	14	5	2	1
8	Algebra	12	123	2.7	75	21	3	0	1
8	Algebra	13	123	2.4	84	14	2	0	1
8	Algebra	14	123	2.6	80	16	2	1	1
8	Algebra	15	123	3.8	84	11	2	0	3
8	Algebra	16	123	3.4	80	16	1	0	2
8	Algebra	17	123	3.1	78	19	1	1	2
8	Algebra	18	123	2.7	87	10	2	0	2
8	Algebra	19	123	2.8	80	16	2	2	1
8	Algebra	20	123	2.6	84	13	1	2	1
8	Algebra	21	123	2.7	76	18	4	1	1
8	Algebra	22	123	3.8	83	12	2	0	2
8	Algebra	23	123	2.7	82	13	3	1	1
8	Algebra	24	123	2.5	79	17	2	1	1
8	Algebra	25	123	2.5	82	14	3	1	0
8	Algebra	26	123	2.6	76	20	2	0	2
8	Algebra	27	123	2.8	80	15	2	0	2
8	Algebra	28	123	2.6	78	15	5	1	1
8	Geometry	1	123	3.4	80	14	2	2	2
8	Geometry	2	123	3.6	80	14	3	0	2
8	Geometry	3	123	3.0	76	22	0	1	2
8	Geometry	4	123	2.7	81	15	1	2	1
8	Geometry	5	123	3.6	80	18	1	1	0
8	Geometry	6	123	2.8	80	15	2	2	1
8	Geometry	7	123	2.8	78	19	1	2	1
8	Geometry	8	123	3.9	84	14	0	0	2
8	Geometry	9	123	3.7	83	15	0	1	2
8	Geometry	10	123	3.3	77	20	2	0	2
8	Geometry	11	123	2.6	85	12	2	0	1
8	Geometry	12	123	2.7	79	15	5	1	1
8	Geometry	13	123	2.2	86	12	1	0	1
8	Geometry	14	123	2.3	80	15	4	0	1

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Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
8	Measurement	1	123	3.9	92	7	1	0	0
8	Measurement	2	123	3.6	84	11	2	1	2
8	Measurement	3	123	3.5	85	10	2	2	1
8	Measurement	4	123	2.9	79	15	3	2	1
8	Measurement	5	123	2.5	79	15	5	1	1
8	Measurement	6	123	2.2	85	12	2	0	1
8	Measurement	7	123	2.1	84	14	2	0	1
8	Number Sense	1	123	3.8	89	8	1	0	2
8	Number Sense	2	123	3.1	76	20	2	2	1
8	Number Sense	3	123	3.2	81	15	0	2	2
8	Number Sense	4	123	3.3	83	14	1	1	2
8	Number Sense	5	123	3.0	80	15	1	3	1
8	Number Sense	6	123	3.0	78	17	3	1	1
8	Number Sense	7	123	2.4	81	15	2	2	0
8	Number Sense	8	123	3.5	80	17	2	0	2
8	Number Sense	9	123	3.1	73	21	3	2	1
8	Number Sense	10	123	3.2	76	19	2	2	1
8	Number Sense	11	123	2.8	79	15	4	2	1
8	Number Sense	12	123	3.0	82	11	4	2	1
8	Number Sense	13	123	2.9	85	11	2	2	1
8	Number Sense	14	123	2.5	81	16	2	0	1
8	Number Sense	15	123	3.8	82	12	2	1	2
8	Number Sense	16	123	3.2	83	14	2	0	2
8	Number Sense	17	123	3.4	82	14	1	2	2
8	Number Sense	18	123	2.5	76	22	0	2	0
8	Number Sense	19	123	2.6	72	26	0	2	0
8	Number Sense	20	123	2.3	83	15	0	2	0
8	Number Sense	21	123	2.2	86	11	2	1	0
8	Statistic	1	123	3.9	89	7	1	0	2
8	Statistic	2	123	3.7	88	10	0	1	2
8	Statistic	3	123	2.7	80	17	2	1	0
8	Statistic	4	123	2.8	85	12	2	1	1
8	Statistic	5	123	2.9	80	17	2	1	0
8	Statistic	6	123	2.5	79	18	2	1	0
8	Statistic	7	123	2.5	83	13	2	1	1
8	Statistic	8	123	2.6	74	20	4	1	1
8	Statistic	9	123	2.8	80	15	4	1	0
8	Statistic	10	123	2.4	76	21	2	0	1
8	Statistic	11	123	3.2	76	19	3	1	2
8	Statistic	12	123	2.8	85	11	3	1	1
8	Statistic	13	123	2.3	82	15	2	0	1
8	Statistic	14	123	2.3	80	17	2	0	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
11	Algebra	1	109	3.1	89	9	0	1	1
11	Algebra	2	109	2.4	89	8	2	0	1
11	Algebra	3	109	2.5	87	10	2	1	0
11	Algebra	4	109	2.4	90	9	1	0	0
11	Algebra	5	109	2.4	85	13	1	1	0
11	Algebra	6	109	2.1	93	6	2	0	0
11	Algebra	7	109	2.2	91	7	2	0	0
11	Algebra	8	109	2.7	83	13	4	0	0
11	Algebra	9	109	2.6	86	9	3	1	1
11	Algebra	10	109	2.6	92	5	1	2	1
11	Algebra	11	109	3.3	89	10	0	0	1
11	Algebra	12	109	2.5	89	9	1	1	0
11	Algebra	13	109	2.3	85	12	3	0	0
11	Algebra	14	109	2.3	83	16	2	0	0
11	Algebra	15	109	2.4	87	10	1	1	1
11	Algebra	16	109	2.6	91	7	0	0	2
11	Algebra	17	109	3.2	88	9	0	2	1
11	Algebra	18	109	3.1	83	15	0	2	0
11	Algebra	19	109	2.9	91	6	1	1	1
11	Algebra	20	109	2.5	86	12	1	0	1
11	Algebra	21	109	2.3	86	10	3	0	1
11	Geometry	1	109	2.6	85	10	3	1	1
11	Geometry	2	109	2.6	92	7	0	1	0
11	Geometry	3	109	2.5	84	13	2	0	1
11	Geometry	4	109	2.7	81	17	1	0	1
11	Geometry	5	109	2.6	83	14	1	1	1
11	Geometry	6	109	2.6	86	12	0	1	1
11	Geometry	7	109	2.3	82	17	1	1	0
11	Geometry	8	109	2.6	82	15	3	0	1
11	Geometry	9	109	3.1	85	12	2	0	1
11	Geometry	10	109	3.2	91	6	0	1	2
11	Geometry	11	109	2.1	89	9	2	0	0
11	Geometry	12	109	2.4	89	6	2	3	0
11	Geometry	13	109	2.5	89	9	1	1	0
11	Geometry	14	109	3.2	82	13	3	2	1
11	Measurement	1	109	2.9	82	16	2	0	1
11	Measurement	2	109	3.7	92	7	0	0	1
11	Measurement	3	109	3.5	93	5	1	1	1
11	Measurement	4	109	2.8	88	10	1	1	0
11	Measurement	5	109	2.3	91	7	2	0	0
11	Measurement	6	109	2.1	90	7	2	0	1
11	Measurement	7	109	2.1	93	5	3	0	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
11	Number Sense	1	109	2.9	87	9	1	2	1
11	Number Sense	2	109	2.4	85	12	2	1	0
11	Number Sense	3	109	2.3	88	11	1	0	0
11	Number Sense	4	109	3.2	88	8	1	2	1
11	Number Sense	5	109	2.3	85	13	2	0	0
11	Number Sense	6	109	2.5	91	7	1	1	0
11	Number Sense	7	109	2.4	83	15	2	1	0
11	Number Sense	8	109	4.0	94	3	0	0	3
11	Number Sense	9	109	3.5	92	5	0	2	2
11	Number Sense	10	109	3.7	94	4	0	0	2
11	Number Sense	11	109	3.3	86	11	1	0	2
11	Number Sense	12	109	3.6	92	6	1	0	2
11	Number Sense	13	109	2.0	91	6	3	0	0
11	Number Sense	14	109	2.0	88	9	3	0	0
11	Number Sense	15	109	3.1	88	10	1	1	0
11	Number Sense	16	109	2.9	83	13	3	0	1
11	Number Sense	17	109	2.9	85	12	2	1	0
11	Number Sense	18	109	2.6	86	13	1	0	0
11	Number Sense	19	109	2.4	87	12	1	0	0
11	Number Sense	20	109	2.5	89	10	0	1	0
11	Number Sense	21	109	2.7	85	12	2	1	0
11	Statistic	1	109	2.8	93	6	1	0	1
11	Statistic	2	109	3.5	86	9	4	0	1
11	Statistic	3	109	2.7	88	11	0	0	1
11	Statistic	4	109	3.2	86	10	3	0	1
11	Statistic	5	109	3.2	92	7	1	0	0
11	Statistic	6	109	3.1	83	17	0	0	1
11	Statistic	7	109	2.9	84	14	2	0	0
11	Statistic	8	109	3.7	86	12	0	1	1
11	Statistic	9	109	2.8	83	14	1	1	1
11	Statistic	10	109	2.3	93	5	3	0	0
11	Statistic	11	109	2.2	92	6	3	0	0
11	Statistic	12	109	2.1	90	10	0	0	0
11	Statistic	13	109	2.3	89	8	1	2	0
11	Statistic	14	109	2.2	89	8	2	1	0

Data file 06/01/2010.

Rating Agreement (Percentage) on Task/Skill for *Dakota STEP-A* Science Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
5	Physical Science	1	127	3.3	72	20	5	2	0
5	Physical Science	2	127	3.1	73	19	4	2	2
5	Physical Science	3	127	3.2	73	20	6	2	0
5	Physical Science	4	127	3.5	76	18	3	2	1
5	Physical Science	5	127	2.3	75	17	7	1	0
5	Physical Science	6	127	2.5	72	18	9	0	1
5	Physical Science	7	127	2.4	78	16	5	2	0
5	Physical Science	8	127	3.1	67	24	5	2	2
5	Physical Science	9	127	3.1	71	24	4	0	1
5	Physical Science	10	127	2.7	62	31	2	3	1
5	Physical Science	11	127	2.6	73	20	6	1	0
5	Physical Science	12	127	2.6	74	19	6	1	0
5	Physical Science	13	127	2.6	77	17	5	2	0
5	Physical Science	14	127	2.4	79	15	6	0	0
5	Physical Science	15	127	3.8	82	12	2	4	1
5	Physical Science	16	127	3.7	77	17	2	3	1
5	Physical Science	17	127	3.2	72	21	5	2	1
5	Physical Science	18	127	3.3	70	23	3	2	2
5	Physical Science	19	127	3.0	69	24	6	1	1
5	Physical Science	20	127	2.9	68	24	6	2	0
5	Physical Science	21	127	3.0	71	18	9	0	2
5	Life Science	1	127	3.7	72	19	5	2	3
5	Life Science	2	127	3.9	70	22	4	2	2
5	Life Science	3	127	3.6	71	23	4	2	1
5	Life Science	4	127	3.1	69	24	5	2	2
5	Life Science	5	127	2.9	76	19	5	1	0
5	Life Science	6	127	2.5	76	20	3	1	0
5	Life Science	7	127	2.6	70	24	6	0	1
5	Life Science	8	127	3.3	87	9	4	0	0
5	Life Science	9	127	3.3	70	20	9	0	1
5	Life Science	10	127	2.2	80	14	5	2	0
5	Life Science	11	127	2.1	77	18	5	0	0
5	Life Science	12	127	3.2	72	21	0	6	1
5	Life Science	13	127	3.0	70	23	3	4	0
5	Life Science	14	127	2.9	71	21	3	5	0
5	Life Science	15	127	2.9	72	23	3	2	0
5	Life Science	16	127	2.8	73	19	5	3	0
5	Life Science	17	127	3.4	77	20	2	1	1
5	Life Science	18	127	2.2	78	18	4	0	0
5	Life Science	19	127	2.7	72	20	7	1	0
5	Life Science	20	127	3.5	76	17	4	2	1
5	Life Science	21	127	2.6	73	22	3	2	0
5	Earth Science	1	127	3.4	71	24	3	2	1
5	Earth Science	2	127	3.5	74	17	8	1	1
5	Earth Science	3	127	2.8	65	27	6	2	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
5	Earth Science	4	127	2.8	69	23	6	2	0
5	Earth Science	5	127	2.9	73	20	6	1	0
5	Earth Science	6	127	2.9	72	21	6	1	0
5	Earth Science	7	127	2.5	72	24	3	1	0
5	Earth Science	8	127	3.6	79	18	0	2	2
5	Earth Science	9	127	2.9	75	20	1	3	2
5	Earth Science	10	127	2.6	80	17	2	1	0
5	Earth Science	11	127	3.1	69	23	5	4	0
5	Earth Science	12	127	2.6	75	20	5	0	0
5	Earth Science	13	127	2.3	80	16	3	1	0
5	Earth Science	14	127	2.3	76	19	5	0	0
5	Science, Society	1	127	3.9	81	13	2	2	1
5	Science, Society	2	127	3.5	73	17	6	2	2
5	Science, Society	3	127	3.7	75	20	2	2	1
5	Science, Society	4	127	2.8	72	24	3	1	0
5	Science, Society	5	127	3.3	69	24	4	2	1
5	Science, Society	6	127	2.8	74	20	4	1	1
5	Science, Society	7	127	2.8	73	17	9	1	0
5	Science, Society	8	127	4.1	87	8	1	2	2
5	Science, Society	9	127	3.5	80	16	2	3	0
5	Science, Society	10	127	3.2	73	21	2	3	1
5	Science, Society	11	127	3.1	78	18	3	0	1
5	Science, Society	12	127	2.5	81	14	3	2	0
5	Science, Society	13	127	2.4	79	16	5	1	0
5	Science, Society	14	127	2.5	77	16	6	2	0

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
8	Nature of Science	1	123	3.0	81	14	2	2	1
8	Nature of Science	2	123	2.8	81	14	2	2	1
8	Nature of Science	3	123	2.9	80	15	2	2	1
8	Nature of Science	4	123	2.9	72	24	0	2	1
8	Nature of Science	5	123	2.9	78	19	1	2	1
8	Nature of Science	6	123	3.0	79	15	2	2	1
8	Nature of Science	7	123	3.1	80	15	2	1	1
8	Nature of Science	8	123	3.4	80	13	3	1	2
8	Nature of Science	9	123	3.7	88	11	1	0	1
8	Nature of Science	10	123	3.0	80	15	2	2	1
8	Nature of Science	11	123	3.3	76	20	1	2	1
8	Nature of Science	12	123	3.1	87	11	0	2	1
8	Nature of Science	13	123	3.2	81	15	2	1	2
8	Nature of Science	14	123	3.1	80	17	1	1	2
8	Physical Science	1	122	3.1	84	13	0	2	1
8	Physical Science	2	122	4.0	89	11	0	0	1
8	Physical Science	3	122	3.7	81	14	2	1	2
8	Physical Science	4	122	3.8	85	9	2	1	2
8	Physical Science	5	122	3.7	83	12	2	0	2
8	Physical Science	6	122	2.8	84	12	1	2	1
8	Physical Science	7	122	2.7	87	7	3	3	0
8	Physical Science	8	122	2.5	87	9	1	3	0
8	Physical Science	9	122	2.3	85	11	2	2	0
8	Physical Science	10	122	3.5	82	12	2	1	2
8	Physical Science	11	122	3.4	80	16	1	1	2
8	Physical Science	12	122	3.1	88	9	0	0	3
8	Physical Science	13	122	3.0	77	19	0	2	2
8	Physical Science	14	122	3.0	82	12	4	1	1
8	Earth Science	1	122	3.5	84	11	2	2	1
8	Earth Science	2	122	2.9	78	19	2	1	1
8	Earth Science	3	122	3.1	79	18	1	2	1
8	Earth Science	4	122	2.6	83	14	2	1	1
8	Earth Science	5	122	2.6	80	16	2	0	2
8	Earth Science	6	122	3.8	86	11	2	1	1
8	Earth Science	7	122	3.4	77	18	2	2	2
8	Earth Science	8	122	2.3	87	9	2	0	2
8	Earth Science	9	122	3.7	83	13	2	0	2
8	Earth Science	10	122	2.4	84	11	3	1	2
8	Earth Science	11	122	2.4	84	11	2	0	2
8	Earth Science	12	122	2.7	81	15	2	1	1
8	Earth Science	13	122	2.8	81	14	2	2	1
8	Earth Science	14	122	2.7	81	13	4	2	0
8	Earth Science	15	122	3.5	84	13	2	1	1
8	Earth Science	16	122	3.2	80	17	1	1	2
8	Earth Science	17	122	3.1	81	15	1	2	2
8	Earth Science	18	122	2.6	80	16	1	2	1
8	Earth Science	19	122	3.2	81	12	3	2	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
8	Earth Science	20	122	3.3	80	11	7	1	2
8	Earth Science	21	122	2.7	78	17	0	2	2
8	Science, Society	1	122	3.4	76	16	4	2	2
8	Science, Society	2	122	3.6	82	12	4	2	0
8	Science, Society	3	122	2.9	80	11	7	1	1
8	Science, Society	4	122	2.9	83	10	6	1	1
8	Science, Society	5	122	3.0	77	16	3	3	1
8	Science, Society	6	122	2.9	76	17	3	1	2
8	Science, Society	7	122	2.7	77	17	0	5	1
8	Science, Society	8	122	3.6	86	11	0	1	2
8	Science, Society	9	122	3.1	78	20	1	1	1
8	Science, Society	10	122	2.8	81	13	2	2	1
8	Science, Society	11	122	2.9	80	13	3	2	1
8	Science, Society	12	122	2.7	84	10	3	2	1
8	Science, Society	13	122	2.8	80	11	7	2	1
8	Science, Society	14	122	2.8	79	17	2	1	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	**1**	**2**	**3**	**4**
11	Nature of Science	1	109	3.0	86	12	1	0	1
11	Nature of Science	2	109	3.0	87	11	1	0	1
11	Nature of Science	3	109	2.7	87	11	1	1	0
11	Nature of Science	4	109	2.9	82	17	0	0	1
11	Nature of Science	5	109	3.2	93	5	2	0	1
11	Nature of Science	6	109	2.6	86	12	0	2	0
11	Nature of Science	7	109	2.9	82	17	1	0	0
11	Nature of Science	8	109	3.4	87	10	1	1	1
11	Nature of Science	9	109	2.6	85	14	0	0	1
11	Nature of Science	10	109	2.8	86	13	0	0	1
11	Nature of Science	11	109	2.7	85	13	1	1	0
11	Nature of Science	12	109	2.7	86	12	1	0	1
11	Nature of Science	13	109	3.4	95	4	0	0	1
11	Nature of Science	14	109	3.3	86	11	1	1	1
11	Physical Science	1	109	2.6	82	17	0	1	1
11	Physical Science	2	109	2.3	89	9	1	0	1
11	Physical Science	3	109	2.2	88	9	2	1	0
11	Physical Science	4	109	2.5	86	12	1	0	1
11	Physical Science	5	109	2.5	82	16	0	2	1
11	Physical Science	6	109	3.5	88	9	2	0	1
11	Physical Science	7	109	2.8	84	14	0	1	1
11	Physical Science	8	109	3.5	86	9	1	2	2
11	Physical Science	9	109	3.6	95	3	0	1	1
11	Physical Science	10	109	2.4	90	8	1	0	1
11	Physical Science	11	109	3.3	84	12	3	0	1
11	Physical Science	12	109	3.1	85	12	2	0	1
11	Physical Science	13	109	3.5	89	7	2	1	1
11	Physical Science	14	109	3.0	88	9	2	0	1
11	Physical Science	15	109	3.6	88	8	1	2	1
11	Physical Science	16	109	2.9	83	15	2	0	1
11	Physical Science	17	109	3.1	83	13	3	0	1
11	Physical Science	18	109	2.6	83	14	1	1	1
11	Physical Science	19	109	2.4	83	15	1	1	0
11	Physical Science	20	109	2.5	85	12	2	1	0
11	Physical Science	21	109	2.8	89	9	1	0	1
11	Life Science	1	109	2.6	85	13	1	0	1
11	Life Science	2	109	2.5	84	13	1	1	1
11	Life Science	3	109	3.7	94	5	0	0	1
11	Life Science	4	109	3.3	86	10	1	1	2
11	Life Science	5	109	3.2	87	12	1	0	0
11	Life Science	6	109	3.5	87	11	0	1	1
11	Life Science	7	109	2.7	79	17	2	1	1
11	Life Science	8	109	2.9	87	8	2	2	1
11	Life Science	9	109	3.1	82	16	1	1	1
11	Life Science	10	109	3.4	86	11	1	1	1
11	Life Science	11	109	3.3	86	10	2	1	1
11	Life Science	12	109	3.2	90	6	2	1	1

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Rating Value Difference (Percentage)				
					0	1	2	3	4
11	Life Science	13	109	3.2	89	9	1	0	1
11	Life Science	14	109	2.8	90	9	0	0	1
11	Life Science	15	109	3.2	83	13	4	0	1
11	Life Science	16	109	3.0	80	18	1	0	1
11	Life Science	17	109	3.4	88	9	2	0	1
11	Life Science	18	109	3.0	87	10	2	0	1
11	Life Science	19	109	2.9	87	9	2	1	1
11	Life Science	20	109	2.7	91	7	1	1	0
11	Life Science	21	109	2.7	89	9	1	1	0
11	Earth Science	1	109	3.6	94	4	1	0	1
11	Earth Science	2	109	3.0	87	10	3	0	0
11	Earth Science	3	109	2.6	84	12	3	0	1
11	Earth Science	4	109	3.1	87	9	2	0	2
11	Earth Science	5	109	2.8	88	9	2	0	1
11	Earth Science	6	109	3.0	83	13	3	1	0
11	Earth Science	7	109	2.7	82	17	0	1	0
11	Earth Science	8	109	3.8	88	10	0	0	2
11	Earth Science	9	109	2.8	87	11	0	1	1
11	Earth Science	10	109	2.7	82	15	3	1	0
11	Earth Science	11	109	3.0	80	19	0	1	0
11	Earth Science	12	109	2.7	86	13	0	1	0
11	Earth Science	13	109	2.5	83	15	2	0	0
11	Earth Science	14	109	2.6	88	10	1	0	1
11	Science, Society	1	109	2.9	83	14	2	0	1
11	Science, Society	2	109	2.9	90	8	1	0	1
11	Science, Society	3	109	2.5	87	11	1	1	0
11	Science, Society	4	109	2.9	83	14	3	0	1
11	Science, Society	5	109	2.8	85	12	2	1	0
11	Science, Society	6	109	2.6	85	12	1	1	1
11	Science, Society	7	109	2.7	84	14	1	0	1
11	Science, Society	8	109	2.9	87	11	1	1	0
11	Science, Society	9	109	2.2	88	8	4	0	0
11	Science, Society	10	109	3.4	90	9	0	0	1
11	Science, Society	11	109	2.4	86	11	3	0	0
11	Science, Society	12	109	3.1	85	13	0	1	1
11	Science, Society	13	109	3.6	87	9	3	1	0
11	Science, Society	14	109	2.6	89	9	1	0	1

Data file 06/01/2010.

APPENDIX G: Percentage of Students with Supporting Evidence on Task/Skill

Task/Skills with Supporting Evidence for *Dakota STEP-A* Reading Assessment

Grade	Reporting Category	Task/Skill Sequence	Percentage
3	Vocabulary	1	9
3	Vocabulary	2	23
3	Vocabulary	3	1
3	Vocabulary	4	6
3	Vocabulary	5	10
3	Vocabulary	6	16
3	Vocabulary	7	33
3	Comprehension	1	12
3	Comprehension	2	5
3	Comprehension	3	6
3	Comprehension	4	33
3	Comprehension	5	37
3	Comprehension	6	4
3	Comprehension	7	1
3	Literacy	1	22
3	Literacy	2	3
3	Literacy	3	11
3	Literacy	4	42
3	Literacy	5	6
3	Literacy	6	14
3	Literacy	7	2
3	Diverse Works	1	24
3	Diverse Works	2	15
3	Diverse Works	3	19
3	Diverse Works	4	11
3	Diverse Works	5	14
3	Diverse Works	6	4
3	Diverse Works	7	10
3	Informational Text	1	19
3	Informational Text	2	15
3	Informational Text	3	41
3	Informational Text	4	11
3	Informational Text	5	3
3	Informational Text	6	6
3	Informational Text	7	2

Grade	Reporting Category	Task/Skill Sequence	Percentage
4	Vocabulary	1	17
4	Vocabulary	2	10
4	Vocabulary	3	21
4	Vocabulary	4	20
4	Vocabulary	5	23
4	Vocabulary	6	2
4	Vocabulary	7	6
4	Comprehension	1	22
4	Comprehension	2	9
4	Comprehension	3	17
4	Comprehension	4	2
4	Comprehension	5	33
4	Comprehension	6	1
4	Comprehension	7	16
4	Literacy	1	71
4	Literacy	2	2
4	Literacy	3	0
4	Literacy	4	13
4	Literacy	5	7
4	Literacy	6	1
4	Literacy	7	3
4	Diverse Works	1	11
4	Diverse Works	2	10
4	Diverse Works	3	56
4	Diverse Works	4	2
4	Diverse Works	5	8
4	Diverse Works	6	7
4	Diverse Works	7	4
4	Informational Text	1	2
4	Informational Text	2	11
4	Informational Text	3	31
4	Informational Text	4	20
4	Informational Text	5	24
4	Informational Text	6	7
4	Informational Text	7	4

Grade	Reporting Category	Task/Skill Sequence	Percentage
5	Vocabulary	1	25
5	Vocabulary	2	32
5	Vocabulary	3	6
5	Vocabulary	4	12
5	Vocabulary	5	20
5	Vocabulary	6	2
5	Vocabulary	7	2
5	Comprehension	1	4
5	Comprehension	2	11
5	Comprehension	3	42
5	Comprehension	4	22
5	Comprehension	5	15
5	Comprehension	6	4
5	Comprehension	7	2
5	Literacy	1	67
5	Literacy	2	4
5	Literacy	3	14
5	Literacy	4	9
5	Literacy	5	3
5	Literacy	6	1
5	Literacy	7	1
5	Diverse Works	1	3
5	Diverse Works	2	17
5	Diverse Works	3	6
5	Diverse Works	4	44
5	Diverse Works	5	9
5	Diverse Works	6	5
5	Diverse Works	7	17
5	Informational Text	1	10
5	Informational Text	2	4
5	Informational Text	3	24
5	Informational Text	4	28
5	Informational Text	5	0
5	Informational Text	6	35
5	Informational Text	7	0

Grade	Reporting Category	Task/Skill Sequence	Percentage
6	Vocabulary	1	34
6	Vocabulary	2	23
6	Vocabulary	3	26
6	Vocabulary	4	1
6	Vocabulary	5	6
6	Vocabulary	6	9
6	Vocabulary	7	0
6	Comprehension	1	4
6	Comprehension	2	39
6	Comprehension	3	41
6	Comprehension	4	12
6	Comprehension	5	1
6	Comprehension	6	0
6	Comprehension	7	2
6	Literacy	1	48
6	Literacy	2	3
6	Literacy	3	11
6	Literacy	4	17
6	Literacy	5	8
6	Literacy	6	7
6	Literacy	7	6
6	Diverse Works	1	79
6	Diverse Works	2	4
6	Diverse Works	3	6
6	Diverse Works	4	0
6	Diverse Works	5	2
6	Diverse Works	6	0
6	Diverse Works	7	10
6	Informational Text	1	42
6	Informational Text	2	23
6	Informational Text	3	32
6	Informational Text	4	2
6	Informational Text	5	0
6	Informational Text	6	1
6	Informational Text	7	1

Grade	Reporting Category	Task/Skill Sequence	Percentage
7	Vocabulary	1	3
7	Vocabulary	2	13
7	Vocabulary	3	33
7	Vocabulary	4	15
7	Vocabulary	5	4
7	Vocabulary	6	2
7	Vocabulary	7	29
7	Comprehension	1	6
7	Comprehension	2	27
7	Comprehension	3	47
7	Comprehension	4	9
7	Comprehension	5	0
7	Comprehension	6	6
7	Comprehension	7	6
7	Literacy	1	8
7	Literacy	2	14
7	Literacy	3	29
7	Literacy	4	38
7	Literacy	5	1
7	Literacy	6	7
7	Literacy	7	1
7	Diverse Works	1	34
7	Diverse Works	2	17
7	Diverse Works	3	9
7	Diverse Works	4	4
7	Diverse Works	5	20
7	Diverse Works	6	3
7	Diverse Works	7	12
7	Informational Text	1	58
7	Informational Text	2	8
7	Informational Text	3	10
7	Informational Text	4	3
7	Informational Text	5	15
7	Informational Text	6	3
7	Informational Text	7	3

Grade	Reporting Category	Task/Skill Sequence	Percentage
8	Vocabulary	1	12
8	Vocabulary	2	33
8	Vocabulary	3	27
8	Vocabulary	4	11
8	Vocabulary	5	13
8	Vocabulary	6	1
8	Vocabulary	7	2
8	Comprehension	1	29
8	Comprehension	2	3
8	Comprehension	3	9
8	Comprehension	4	1
8	Comprehension	5	54
8	Comprehension	6	3
8	Comprehension	7	1
8	Literacy	1	19
8	Literacy	2	0
8	Literacy	3	3
8	Literacy	4	63
8	Literacy	5	11
8	Literacy	6	5
8	Literacy	7	1
8	Diverse Works	1	35
8	Diverse Works	2	1
8	Diverse Works	3	16
8	Diverse Works	4	17
8	Diverse Works	5	12
8	Diverse Works	6	19
8	Diverse Works	7	5
8	Informational Text	1	27
8	Informational Text	2	0
8	Informational Text	3	46
8	Informational Text	4	16
8	Informational Text	5	2
8	Informational Text	6	6
8	Informational Text	7	4

Grade	Reporting Category	Task/Skill Sequence	Percentage
11	Vocabulary	1	26
11	Vocabulary	2	39
11	Vocabulary	3	8
11	Vocabulary	4	17
11	Vocabulary	5	2
11	Vocabulary	6	6
11	Vocabulary	7	3
11	Comprehension	1	0
11	Comprehension	2	24
11	Comprehension	3	72
11	Comprehension	4	4
11	Comprehension	5	0
11	Comprehension	6	0
11	Comprehension	7	3
11	Literacy	1	44
11	Literacy	2	12
11	Literacy	3	22
11	Literacy	4	15
11	Literacy	5	6
11	Literacy	6	1
11	Literacy	7	7
11	Diverse Works	1	36
11	Diverse Works	2	43
11	Diverse Works	3	8
11	Diverse Works	4	12
11	Diverse Works	5	1
11	Diverse Works	6	2
11	Diverse Works	7	1
11	Informational Text	1	52
11	Informational Text	2	0
11	Informational Text	3	4
11	Informational Text	4	20
11	Informational Text	5	1
11	Informational Text	6	12
11	Informational Text	7	17

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Task/Skills with Supporting Evidence for *Dakota STEP-A* Mathematics Assessment

Grade	Reporting Category	Task/Skill Sequence	Percentage
3	Algebra	1	6
3	Algebra	2	5
3	Algebra	3	15
3	Algebra	4	2
3	Algebra	5	2
3	Algebra	6	2
3	Algebra	7	1
3	Algebra	8	2
3	Algebra	9	16
3	Algebra	10	2
3	Algebra	11	7
3	Algebra	12	12
3	Algebra	13	13
3	Algebra	14	1
3	Algebra	15	2
3	Algebra	16	8
3	Algebra	17	2
3	Algebra	18	0
3	Algebra	19	1
3	Algebra	20	0
3	Algebra	21	0
3	Algebra	22	3
3	Algebra	23	0
3	Algebra	24	2
3	Algebra	25	2
3	Algebra	26	0
3	Algebra	27	0
3	Algebra	28	5
3	Geometry	1	14
3	Geometry	2	27
3	Geometry	3	3
3	Geometry	4	0
3	Geometry	5	8
3	Geometry	6	6
3	Geometry	7	2
3	Geometry	8	4
3	Geometry	9	0
3	Geometry	10	2
3	Geometry	11	2
3	Geometry	12	20
3	Geometry	13	11
3	Geometry	14	3
3	Measurement	1	11
3	Measurement	2	16
3	Measurement	3	5
3	Measurement	4	1
3	Measurement	5	14

Grade	Reporting Category	Task/Skill Sequence	Percentage
3	Measurement	6	44
3	Measurement	7	6
3	Number Sense	1	8
3	Number Sense	2	10
3	Number Sense	3	11
3	Number Sense	4	4
3	Number Sense	5	14
3	Number Sense	6	1
3	Number Sense	7	1
3	Number Sense	8	16
3	Number Sense	9	2
3	Number Sense	10	5
3	Number Sense	11	10
3	Number Sense	12	4
3	Number Sense	13	8
3	Number Sense	14	4
3	Number Sense	15	4
3	Number Sense	16	1
3	Number Sense	17	2
3	Number Sense	18	1
3	Number Sense	19	1
3	Number Sense	20	2
3	Number Sense	21	0
3	Statistic	1	1
3	Statistic	2	25
3	Statistic	3	12
3	Statistic	4	2
3	Statistic	5	12
3	Statistic	6	22
3	Statistic	7	3
3	Statistic	8	1
3	Statistic	9	1
3	Statistic	10	8
3	Statistic	11	9
3	Statistic	12	2
3	Statistic	13	0
3	Statistic	14	1

Grade	Reporting Category	Task/Skill Sequence	Percentage
4	Algebra	1	0
4	Algebra	2	11
4	Algebra	3	1
4	Algebra	4	0
4	Algebra	5	5
4	Algebra	6	20
4	Algebra	7	0
4	Algebra	8	9
4	Algebra	9	14
4	Algebra	10	2
4	Algebra	11	0
4	Algebra	12	11
4	Algebra	13	1
4	Algebra	14	25
4	Algebra	15	7
4	Algebra	16	2
4	Algebra	17	2
4	Algebra	18	1
4	Algebra	19	0
4	Algebra	20	1
4	Algebra	21	0
4	Geometry	1	16
4	Geometry	2	4
4	Geometry	3	24
4	Geometry	4	12
4	Geometry	5	1
4	Geometry	6	2
4	Geometry	7	16
4	Geometry	8	5
4	Geometry	9	6
4	Geometry	10	12
4	Geometry	11	2
4	Geometry	12	1
4	Geometry	13	1
4	Geometry	14	1
4	Measurement	1	13
4	Measurement	2	2
4	Measurement	3	48
4	Measurement	4	1
4	Measurement	5	23
4	Measurement	6	1
4	Measurement	7	11
4	Number Sense	1	10
4	Number Sense	2	15
4	Number Sense	3	16
4	Number Sense	4	6
4	Number Sense	5	2
4	Number Sense	6	2

Grade	Reporting Category	Task/Skill Sequence	Percentage
4	Number Sense	7	19
4	Number Sense	8	1
4	Number Sense	9	4
4	Number Sense	10	0
4	Number Sense	11	0
4	Number Sense	12	10
4	Number Sense	13	3
4	Number Sense	14	0
4	Number Sense	15	2
4	Number Sense	16	1
4	Number Sense	17	3
4	Number Sense	18	1
4	Number Sense	19	2
4	Number Sense	20	0
4	Number Sense	21	0
4	Statistic	1	10
4	Statistic	2	8
4	Statistic	3	11
4	Statistic	4	3
4	Statistic	5	2
4	Statistic	6	33
4	Statistic	7	7
4	Statistic	8	2
4	Statistic	9	3
4	Statistic	10	2
4	Statistic	11	13
4	Statistic	12	3
4	Statistic	13	3
4	Statistic	14	3

Grade	Reporting Category	Task/Skill Sequence	Percentage
5	Algebra	1	8
5	Algebra	2	1
5	Algebra	3	2
5	Algebra	4	4
5	Algebra	5	1
5	Algebra	6	3
5	Algebra	7	1
5	Algebra	8	2
5	Algebra	9	7
5	Algebra	10	4
5	Algebra	11	1
5	Algebra	12	0
5	Algebra	13	7
5	Algebra	14	2
5	Algebra	15	13
5	Algebra	16	1
5	Algebra	17	0
5	Algebra	18	1
5	Algebra	19	23
5	Algebra	20	2
5	Algebra	21	1
5	Algebra	22	2
5	Algebra	23	2
5	Algebra	24	1
5	Algebra	25	17
5	Algebra	26	0
5	Algebra	27	0
5	Algebra	28	2
5	Geometry	1	5
5	Geometry	2	3
5	Geometry	3	21
5	Geometry	4	2
5	Geometry	5	13
5	Geometry	6	8
5	Geometry	7	0
5	Geometry	8	10
5	Geometry	9	16
5	Geometry	10	4
5	Geometry	11	9
5	Geometry	12	6
5	Geometry	13	6
5	Geometry	14	1
5	Measurement	1	46
5	Measurement	2	16
5	Measurement	3	10
5	Measurement	4	6
5	Measurement	5	1
5	Measurement	6	6

Grade	Reporting Category	Task/Skill Sequence	Percentage
5	Measurement	7	16
5	Number Sense	1	13
5	Number Sense	2	0
5	Number Sense	3	14
5	Number Sense	4	5
5	Number Sense	5	2
5	Number Sense	6	8
5	Number Sense	7	11
5	Number Sense	8	0
5	Number Sense	9	14
5	Number Sense	10	4
5	Number Sense	11	5
5	Number Sense	12	3
5	Number Sense	13	0
5	Number Sense	14	0
5	Number Sense	15	8
5	Number Sense	16	2
5	Number Sense	17	2
5	Number Sense	18	2
5	Number Sense	19	1
5	Number Sense	20	7
5	Number Sense	21	0
5	Statistic	1	1
5	Statistic	2	17
5	Statistic	3	1
5	Statistic	4	6
5	Statistic	5	7
5	Statistic	6	9
5	Statistic	7	27
5	Statistic	8	19
5	Statistic	9	0
5	Statistic	10	1
5	Statistic	11	6
5	Statistic	12	9
5	Statistic	13	1
5	Statistic	14	2

Grade	Reporting Category	Task/Skill Sequence	Percentage
6	Algebra	1	26
6	Algebra	2	1
6	Algebra	3	2
6	Algebra	4	16
6	Algebra	5	5
6	Algebra	6	0
6	Algebra	7	0
6	Algebra	8	7
6	Algebra	9	0
6	Algebra	10	2
6	Algebra	11	1
6	Algebra	12	2
6	Algebra	13	11
6	Algebra	14	1
6	Algebra	15	16
6	Algebra	16	1
6	Algebra	17	4
6	Algebra	18	4
6	Algebra	19	4
6	Algebra	20	3
6	Algebra	21	3
6	Geometry	1	25
6	Geometry	2	1
6	Geometry	3	6
6	Geometry	4	18
6	Geometry	5	0
6	Geometry	6	0
6	Geometry	7	2
6	Geometry	8	29
6	Geometry	9	1
6	Geometry	10	6
6	Geometry	11	1
6	Geometry	12	0
6	Geometry	13	11
6	Geometry	14	4
6	Measurement	1	21
6	Measurement	2	35
6	Measurement	3	22
6	Measurement	4	10
6	Measurement	5	1
6	Measurement	6	0
6	Measurement	7	11
6	Number Sense	1	20
6	Number Sense	2	33
6	Number Sense	3	8
6	Number Sense	4	1
6	Number Sense	5	1
6	Number Sense	6	3

Grade	Reporting Category	Task/Skill Sequence	Percentage
6	Number Sense	7	0
6	Number Sense	8	0
6	Number Sense	9	3
6	Number Sense	10	4
6	Number Sense	11	2
6	Number Sense	12	0
6	Number Sense	13	5
6	Number Sense	14	5
6	Number Sense	15	1
6	Number Sense	16	20
6	Number Sense	17	2
6	Number Sense	18	0
6	Number Sense	19	2
6	Number Sense	20	1
6	Number Sense	21	0
6	Statistic	1	2
6	Statistic	2	4
6	Statistic	3	4
6	Statistic	4	41
6	Statistic	5	0
6	Statistic	6	7
6	Statistic	7	0
6	Statistic	8	26
6	Statistic	9	5
6	Statistic	10	2
6	Statistic	11	8
6	Statistic	12	6
6	Statistic	13	1
6	Statistic	14	1

Grade	Reporting Category	Task/Skill Sequence	Percentage
7	Algebra	1	20
7	Algebra	2	0
7	Algebra	3	0
7	Algebra	4	2
7	Algebra	5	9
7	Algebra	6	4
7	Algebra	7	2
7	Algebra	8	10
7	Algebra	9	12
7	Algebra	10	2
7	Algebra	11	4
7	Algebra	12	1
7	Algebra	13	5
7	Algebra	14	8
7	Algebra	15	1
7	Algebra	16	1
7	Algebra	17	1
7	Algebra	18	0
7	Algebra	19	1
7	Algebra	20	3
7	Algebra	21	2
7	Algebra	22	2
7	Algebra	23	0
7	Algebra	24	8
7	Algebra	25	1
7	Algebra	26	0
7	Algebra	27	3
7	Algebra	28	4
7	Geometry	1	18
7	Geometry	2	25
7	Geometry	3	20
7	Geometry	4	2
7	Geometry	5	0
7	Geometry	6	21
7	Geometry	7	6
7	Geometry	8	3
7	Geometry	9	0
7	Geometry	10	0
7	Geometry	11	1
7	Geometry	12	5
7	Geometry	13	2
7	Geometry	14	0
7	Measurement	1	27
7	Measurement	2	4
7	Measurement	3	16
7	Measurement	4	45
7	Measurement	5	4
7	Measurement	6	0

Grade	Reporting Category	Task/Skill Sequence	Percentage
7	Measurement	7	3
7	Number Sense	1	18
7	Number Sense	2	0
7	Number Sense	3	5
7	Number Sense	4	8
7	Number Sense	5	3
7	Number Sense	6	5
7	Number Sense	7	0
7	Number Sense	8	6
7	Number Sense	9	8
7	Number Sense	10	4
7	Number Sense	11	3
7	Number Sense	12	11
7	Number Sense	13	20
7	Number Sense	14	1
7	Number Sense	15	8
7	Number Sense	16	1
7	Number Sense	17	0
7	Number Sense	18	0
7	Number Sense	19	7
7	Number Sense	20	1
7	Number Sense	21	0
7	Statistic	1	1
7	Statistic	2	12
7	Statistic	3	2
7	Statistic	4	26
7	Statistic	5	5
7	Statistic	6	4
7	Statistic	7	5
7	Statistic	8	16
7	Statistic	9	9
7	Statistic	10	6
7	Statistic	11	4
7	Statistic	12	6
7	Statistic	13	0
7	Statistic	14	4

Grade	Reporting Category	Task/Skill Sequence	Percentage
8	Algebra	1	4
8	Algebra	2	5
8	Algebra	3	0
8	Algebra	4	2
8	Algebra	5	0
8	Algebra	6	1
8	Algebra	7	0
8	Algebra	8	7
8	Algebra	9	11
8	Algebra	10	1
8	Algebra	11	26
8	Algebra	12	5
8	Algebra	13	3
8	Algebra	14	2
8	Algebra	15	6
8	Algebra	16	4
8	Algebra	17	4
8	Algebra	18	0
8	Algebra	19	4
8	Algebra	20	2
8	Algebra	21	0
8	Algebra	22	6
8	Algebra	23	2
8	Algebra	24	0
8	Algebra	25	2
8	Algebra	26	0
8	Algebra	27	7
8	Algebra	28	2
8	Geometry	1	2
8	Geometry	2	20
8	Geometry	3	8
8	Geometry	4	1
8	Geometry	5	40
8	Geometry	6	3
8	Geometry	7	2
8	Geometry	8	10
8	Geometry	9	7
8	Geometry	10	2
8	Geometry	11	7
8	Geometry	12	2
8	Geometry	13	1
8	Geometry	14	0
8	Measurement	1	51
8	Measurement	2	9
8	Measurement	3	11
8	Measurement	4	24
8	Measurement	5	2
8	Measurement	6	5

Grade	Reporting Category	Task/Skill Sequence	Percentage
8	Measurement	7	2
8	Number Sense	1	15
8	Number Sense	2	0
8	Number Sense	3	3
8	Number Sense	4	10
8	Number Sense	5	4
8	Number Sense	6	11
8	Number Sense	7	1
8	Number Sense	8	7
8	Number Sense	9	1
8	Number Sense	10	3
8	Number Sense	11	0
8	Number Sense	12	7
8	Number Sense	13	14
8	Number Sense	14	3
8	Number Sense	15	7
8	Number Sense	16	0
8	Number Sense	17	13
8	Number Sense	18	1
8	Number Sense	19	1
8	Number Sense	20	4
8	Number Sense	21	1
8	Statistic	1	9
8	Statistic	2	30
8	Statistic	3	2
8	Statistic	4	11
8	Statistic	5	19
8	Statistic	6	8
8	Statistic	7	1
8	Statistic	8	6
8	Statistic	9	8
8	Statistic	10	1
8	Statistic	11	7
8	Statistic	12	7
8	Statistic	13	0
8	Statistic	14	1

Grade	Reporting Category	Task/Skill Sequence	Percentage
11	Algebra	1	8
11	Algebra	2	2
11	Algebra	3	3
11	Algebra	4	5
11	Algebra	5	3
11	Algebra	6	3
11	Algebra	7	1
11	Algebra	8	6
11	Algebra	9	6
11	Algebra	10	6
11	Algebra	11	38
11	Algebra	12	1
11	Algebra	13	3
11	Algebra	14	1
11	Algebra	15	0
11	Algebra	16	12
11	Algebra	17	8
11	Algebra	18	19
11	Algebra	19	4
11	Algebra	20	0
11	Algebra	21	1
11	Geometry	1	2
11	Geometry	2	26
11	Geometry	3	1
11	Geometry	4	6
11	Geometry	5	0
11	Geometry	6	4
11	Geometry	7	3
11	Geometry	8	2
11	Geometry	9	7
11	Geometry	10	12
11	Geometry	11	3
11	Geometry	12	17
11	Geometry	13	6
11	Geometry	14	24
11	Measurement	1	7
11	Measurement	2	61
11	Measurement	3	14
11	Measurement	4	6
11	Measurement	5	7
11	Measurement	6	0
11	Measurement	7	8
11	Number Sense	1	7
11	Number Sense	2	6
11	Number Sense	3	2
11	Number Sense	4	12
11	Number Sense	5	1
11	Number Sense	6	4

Grade	Reporting Category	Task/Skill Sequence	Percentage
11	Number Sense	7	0
11	Number Sense	8	7
11	Number Sense	9	16
11	Number Sense	10	19
11	Number Sense	11	7
11	Number Sense	12	23
11	Number Sense	13	0
11	Number Sense	14	1
11	Number Sense	15	13
11	Number Sense	16	2
11	Number Sense	17	1
11	Number Sense	18	0
11	Number Sense	19	0
11	Number Sense	20	0
11	Number Sense	21	0
11	Statistic	1	3
11	Statistic	2	8
11	Statistic	3	2
11	Statistic	4	6
11	Statistic	5	55
11	Statistic	6	16
11	Statistic	7	6
11	Statistic	8	8
11	Statistic	9	2
11	Statistic	10	1
11	Statistic	11	0
11	Statistic	12	0
11	Statistic	13	0
11	Statistic	14	1

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Task/Skills with Supporting Evidence for *Dakota STEP-A* Science Assessment

Grade	Reporting Category	Task/Skill Sequence	Percentage
5	Physical Science	1	6
5	Physical Science	2	3
5	Physical Science	3	6
5	Physical Science	4	29
5	Physical Science	5	0
5	Physical Science	6	1
5	Physical Science	7	0
5	Physical Science	8	5
5	Physical Science	9	9
5	Physical Science	10	2
5	Physical Science	11	1
5	Physical Science	12	1
5	Physical Science	13	0
5	Physical Science	14	0
5	Physical Science	15	15
5	Physical Science	16	6
5	Physical Science	17	11
5	Physical Science	18	0
5	Physical Science	19	0
5	Physical Science	20	1
5	Physical Science	21	8
5	Life Science	1	6
5	Life Science	2	9
5	Life Science	3	6
5	Life Science	4	2
5	Life Science	5	6
5	Life Science	6	1
5	Life Science	7	0
5	Life Science	8	46
5	Life Science	9	1
5	Life Science	10	0
5	Life Science	11	0
5	Life Science	12	5
5	Life Science	13	1
5	Life Science	14	0
5	Life Science	15	0
5	Life Science	16	1
5	Life Science	17	6
5	Life Science	18	1
5	Life Science	19	0
5	Life Science	20	10
5	Life Science	21	0
5	Earth Science	1	9
5	Earth Science	2	7
5	Earth Science	3	0

Grade	Reporting Category	Task/Skill Sequence	Percentage
5	Earth Science	4	1
5	Earth Science	5	0
5	Earth Science	6	17
5	Earth Science	7	2
5	Earth Science	8	36
5	Earth Science	9	7
5	Earth Science	10	19
5	Earth Science	11	0
5	Earth Science	12	2
5	Earth Science	13	0
5	Earth Science	14	0
5	Science, Society	1	13
5	Science, Society	2	1
5	Science, Society	3	19
5	Science, Society	4	2
5	Science, Society	5	0
5	Science, Society	6	1
5	Science, Society	7	0
5	Science, Society	8	23
5	Science, Society	9	22
5	Science, Society	10	8
5	Science, Society	11	11
5	Science, Society	12	1
5	Science, Society	13	1
5	Science, Society	14	1

Grade	Reporting Category	Task/Skill Sequence	Percentage
8	Nature of Science	1	5
8	Nature of Science	2	0
8	Nature of Science	3	3
8	Nature of Science	4	2
8	Nature of Science	5	1
8	Nature of Science	6	18
8	Nature of Science	7	9
8	Nature of Science	8	14
8	Nature of Science	9	28
8	Nature of Science	10	2
8	Nature of Science	11	13
8	Nature of Science	12	1
8	Nature of Science	13	5
8	Nature of Science	14	2
8	Physical Science	1	3
8	Physical Science	2	24
8	Physical Science	3	11
8	Physical Science	4	5
8	Physical Science	5	7
8	Physical Science	6	0
8	Physical Science	7	2
8	Physical Science	8	7
8	Physical Science	9	1
8	Physical Science	10	21
8	Physical Science	11	19
8	Physical Science	12	3
8	Physical Science	13	0
8	Physical Science	14	2
8	Earth Science	1	4
8	Earth Science	2	3
8	Earth Science	3	1
8	Earth Science	4	3
8	Earth Science	5	7
8	Earth Science	6	23
8	Earth Science	7	6
8	Earth Science	8	0
8	Earth Science	9	18
8	Earth Science	10	2
8	Earth Science	11	0
8	Earth Science	12	3
8	Earth Science	13	1
8	Earth Science	14	0
8	Earth Science	15	7
8	Earth Science	16	0
8	Earth Science	17	7
8	Earth Science	18	3
8	Earth Science	19	7
8	Earth Science	20	7

Grade	Reporting Category	Task/Skill Sequence	Percentage
8	Earth Science	21	1
8	Science, Society	1	4
8	Science, Society	2	21
8	Science, Society	3	2
8	Science, Society	4	4
8	Science, Society	5	2
8	Science, Society	6	4
8	Science, Society	7	7
8	Science, Society	8	26
8	Science, Society	9	15
8	Science, Society	10	0
8	Science, Society	11	1
8	Science, Society	12	2
8	Science, Society	13	9
8	Science, Society	14	7

Grade	Reporting Category	Task/Skill Sequence	Percentage
11	Nature of Science	1	2
11	Nature of Science	2	11
11	Nature of Science	3	0
11	Nature of Science	4	12
11	Nature of Science	5	11
11	Nature of Science	6	5
11	Nature of Science	7	23
11	Nature of Science	8	7
11	Nature of Science	9	4
11	Nature of Science	10	5
11	Nature of Science	11	3
11	Nature of Science	12	4
11	Nature of Science	13	26
11	Nature of Science	14	5
11	Physical Science	1	15
11	Physical Science	2	3
11	Physical Science	3	0
11	Physical Science	4	1
11	Physical Science	5	3
11	Physical Science	6	29
11	Physical Science	7	7
11	Physical Science	8	4
11	Physical Science	9	6
11	Physical Science	10	8
11	Physical Science	11	6
11	Physical Science	12	1
11	Physical Science	13	5
11	Physical Science	14	2
11	Physical Science	15	3
11	Physical Science	16	0
11	Physical Science	17	1
11	Physical Science	18	3
11	Physical Science	19	6
11	Physical Science	20	1
11	Physical Science	21	7
11	Life Science	1	1
11	Life Science	2	3
11	Life Science	3	19
11	Life Science	4	3
11	Life Science	5	13
11	Life Science	6	3
11	Life Science	7	0
11	Life Science	8	0
11	Life Science	9	1
11	Life Science	10	10
11	Life Science	11	5
11	Life Science	12	9
11	Life Science	13	8

Grade	Reporting Category	Task/Skill Sequence	Percentage
11	Life Science	14	2
11	Life Science	15	3
11	Life Science	16	3
11	Life Science	17	4
11	Life Science	18	15
11	Life Science	19	1
11	Life Science	20	10
11	Life Science	21	3
11	Earth Science	1	27
11	Earth Science	2	30
11	Earth Science	3	3
11	Earth Science	4	5
11	Earth Science	5	8
11	Earth Science	6	6
11	Earth Science	7	2
11	Earth Science	8	6
11	Earth Science	9	2
11	Earth Science	10	1
11	Earth Science	11	5
11	Earth Science	12	7
11	Earth Science	13	0
11	Earth Science	14	6
11	Science, Society	1	3
11	Science, Society	2	34
11	Science, Society	3	0
11	Science, Society	4	1
11	Science, Society	5	4
11	Science, Society	6	3
11	Science, Society	7	1
11	Science, Society	8	0
11	Science, Society	9	0
11	Science, Society	10	6
11	Science, Society	11	0
11	Science, Society	12	11
11	Science, Society	13	34
11	Science, Society	14	14

Data file 06/01/2010.

APPENDIX H: Average Rating on Task/Skill

Average Rating on Task/Skill for *Dakota STEP-A* Reading Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
3	Vocabulary	1	122	3.6	0.7
3	Vocabulary	2	122	4.2	0.8
3	Vocabulary	3	122	3.0	0.6
3	Vocabulary	4	122	2.8	0.6
3	Vocabulary	5	122	2.7	0.5
3	Vocabulary	6	122	3.5	0.7
3	Vocabulary	7	122	3.5	0.7
3	Comprehension	1	122	3.4	0.7
3	Comprehension	2	122	3.0	0.6
3	Comprehension	3	122	3.2	0.6
3	Comprehension	4	122	3.1	0.6
3	Comprehension	5	122	3.6	0.7
3	Comprehension	6	122	2.6	0.5
3	Comprehension	7	122	2.2	0.4
3	Literacy	1	122	3.3	0.7
3	Literacy	2	122	2.5	0.5
3	Literacy	3	122	2.8	0.6
3	Literacy	4	122	3.2	0.6
3	Literacy	5	122	2.3	0.5
3	Literacy	6	122	2.5	0.5
3	Literacy	7	122	2.3	0.5
3	Diverse Works	1	122	2.4	0.5
3	Diverse Works	2	122	2.4	0.5
3	Diverse Works	3	122	2.4	0.5
3	Diverse Works	4	122	2.3	0.5
3	Diverse Works	5	122	2.4	0.5
3	Diverse Works	6	122	2.0	0.4
3	Diverse Works	7	122	2.1	0.4
3	Informational Text	1	122	2.9	0.6
3	Informational Text	2	122	3.0	0.6
3	Informational Text	3	122	3.0	0.6
3	Informational Text	4	122	2.4	0.5
3	Informational Text	5	122	2.3	0.5
3	Informational Text	6	122	2.5	0.5
3	Informational Text	7	122	2.0	0.4

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
4	Vocabulary	1	123	2.5	0.5
4	Vocabulary	2	123	2.4	0.5
4	Vocabulary	3	123	2.5	0.5
4	Vocabulary	4	123	3.1	0.6
4	Vocabulary	5	123	3.5	0.7
4	Vocabulary	6	123	2.3	0.5
4	Vocabulary	7	123	2.3	0.5
4	Comprehension	1	123	3.8	0.8
4	Comprehension	2	123	3.5	0.7
4	Comprehension	3	123	2.9	0.6
4	Comprehension	4	123	2.7	0.5
4	Comprehension	5	123	3.2	0.6
4	Comprehension	6	123	2.3	0.5
4	Comprehension	7	123	2.7	0.5
4	Literacy	1	123	3.6	0.7
4	Literacy	2	123	2.5	0.5
4	Literacy	3	123	1.9	0.4
4	Literacy	4	123	2.7	0.5
4	Literacy	5	123	2.4	0.5
4	Literacy	6	123	1.7	0.3
4	Literacy	7	123	2.5	0.5
4	Diverse Works	1	123	2.7	0.5
4	Diverse Works	2	123	2.6	0.5
4	Diverse Works	3	123	3.2	0.6
4	Diverse Works	4	123	2.3	0.5
4	Diverse Works	5	123	2.2	0.4
4	Diverse Works	6	123	2.2	0.4
4	Diverse Works	7	123	2.0	0.4
4	Informational Text	1	123	2.3	0.5
4	Informational Text	2	123	2.3	0.5
4	Informational Text	3	123	3.5	0.7
4	Informational Text	4	123	3.1	0.6
4	Informational Text	5	123	2.4	0.5
4	Informational Text	6	123	2.2	0.4
4	Informational Text	7	123	2.6	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
5	Vocabulary	1	127	2.6	0.5
5	Vocabulary	2	127	3.2	0.6
5	Vocabulary	3	127	2.4	0.5
5	Vocabulary	4	127	2.7	0.5
5	Vocabulary	5	127	2.7	0.5
5	Vocabulary	6	127	2.0	0.4
5	Vocabulary	7	127	2.1	0.4
5	Comprehension	1	127	2.9	0.6
5	Comprehension	2	127	3.3	0.7
5	Comprehension	3	127	3.1	0.6
5	Comprehension	4	127	3.4	0.7
5	Comprehension	5	127	3.2	0.6
5	Comprehension	6	127	2.8	0.6
5	Comprehension	7	127	2.7	0.5
5	Literacy	1	127	3.9	0.8
5	Literacy	2	127	2.6	0.5
5	Literacy	3	127	2.8	0.6
5	Literacy	4	127	2.9	0.6
5	Literacy	5	127	2.2	0.4
5	Literacy	6	127	2.0	0.4
5	Literacy	7	127	2.1	0.4
5	Diverse Works	1	127	2.4	0.5
5	Diverse Works	2	127	2.7	0.5
5	Diverse Works	3	127	2.3	0.5
5	Diverse Works	4	127	2.9	0.6
5	Diverse Works	5	127	2.4	0.5
5	Diverse Works	6	127	2.1	0.4
5	Diverse Works	7	127	2.3	0.5
5	Informational Text	1	127	3.4	0.7
5	Informational Text	2	127	3.2	0.6
5	Informational Text	3	127	3.1	0.6
5	Informational Text	4	127	2.4	0.5
5	Informational Text	5	127	2.1	0.4
5	Informational Text	6	127	3.5	0.7
5	Informational Text	7	127	2.4	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
6	Vocabulary	1	106	3.5	0.7
6	Vocabulary	2	106	3.2	0.6
6	Vocabulary	3	106	3.0	0.6
6	Vocabulary	4	106	2.7	0.5
6	Vocabulary	5	106	2.5	0.5
6	Vocabulary	6	106	2.7	0.5
6	Vocabulary	7	106	2.4	0.5
6	Comprehension	1	106	3.1	0.6
6	Comprehension	2	106	3.3	0.7
6	Comprehension	3	106	3.3	0.7
6	Comprehension	4	106	3.1	0.6
6	Comprehension	5	106	2.9	0.6
6	Comprehension	6	106	2.6	0.5
6	Comprehension	7	106	2.9	0.6
6	Literacy	1	106	3.3	0.7
6	Literacy	2	106	2.5	0.5
6	Literacy	3	106	2.9	0.6
6	Literacy	4	106	2.9	0.6
6	Literacy	5	106	2.7	0.5
6	Literacy	6	106	2.9	0.6
6	Literacy	7	106	2.6	0.5
6	Diverse Works	1	106	3.4	0.7
6	Diverse Works	2	106	2.6	0.5
6	Diverse Works	3	106	2.5	0.5
6	Diverse Works	4	106	2.3	0.5
6	Diverse Works	5	106	2.4	0.5
6	Diverse Works	6	106	2.4	0.5
6	Diverse Works	7	106	2.9	0.6
6	Informational Text	1	106	3.0	0.6
6	Informational Text	2	106	3.1	0.6
6	Informational Text	3	106	3.3	0.7
6	Informational Text	4	106	2.7	0.5
6	Informational Text	5	106	2.2	0.4
6	Informational Text	6	106	2.1	0.4
6	Informational Text	7	106	2.4	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
7	Vocabulary	1	106	4.4	0.9
7	Vocabulary	2	106	4.1	0.8
7	Vocabulary	3	106	4.0	0.8
7	Vocabulary	4	106	2.9	0.6
7	Vocabulary	5	106	2.7	0.5
7	Vocabulary	6	106	2.6	0.5
7	Vocabulary	7	106	2.9	0.6
7	Comprehension	1	106	3.2	0.6
7	Comprehension	2	106	3.2	0.6
7	Comprehension	3	106	3.5	0.7
7	Comprehension	4	106	3.2	0.6
7	Comprehension	5	106	2.9	0.6
7	Comprehension	6	106	2.9	0.6
7	Comprehension	7	106	2.8	0.6
7	Literacy	1	106	2.8	0.6
7	Literacy	2	106	2.8	0.6
7	Literacy	3	106	2.9	0.6
7	Literacy	4	106	3.3	0.7
7	Literacy	5	106	2.7	0.5
7	Literacy	6	106	2.8	0.6
7	Literacy	7	106	2.4	0.5
7	Diverse Works	1	106	3.7	0.7
7	Diverse Works	2	106	3.0	0.6
7	Diverse Works	3	106	2.8	0.6
7	Diverse Works	4	106	2.7	0.5
7	Diverse Works	5	106	2.8	0.6
7	Diverse Works	6	106	2.5	0.5
7	Diverse Works	7	106	3.0	0.6
7	Informational Text	1	106	3.5	0.7
7	Informational Text	2	106	3.1	0.6
7	Informational Text	3	106	3.0	0.6
7	Informational Text	4	106	2.6	0.5
7	Informational Text	5	106	4.0	0.8
7	Informational Text	6	106	2.6	0.5
7	Informational Text	7	106	2.6	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
8	Vocabulary	1	123	3.2	0.6
8	Vocabulary	2	123	3.5	0.7
8	Vocabulary	3	123	3.4	0.7
8	Vocabulary	4	123	3.1	0.6
8	Vocabulary	5	123	2.8	0.6
8	Vocabulary	6	123	2.6	0.5
8	Vocabulary	7	123	2.6	0.5
8	Comprehension	1	123	3.5	0.7
8	Comprehension	2	123	3.1	0.6
8	Comprehension	3	123	3.6	0.7
8	Comprehension	4	123	2.8	0.6
8	Comprehension	5	123	3.5	0.7
8	Comprehension	6	123	3.3	0.7
8	Comprehension	7	123	2.7	0.5
8	Literacy	1	123	3.8	0.8
8	Literacy	2	123	2.9	0.6
8	Literacy	3	123	2.4	0.5
8	Literacy	4	123	3.7	0.7
8	Literacy	5	123	3.1	0.6
8	Literacy	6	123	3.0	0.6
8	Literacy	7	123	2.5	0.5
8	Diverse Works	1	123	3.6	0.7
8	Diverse Works	2	123	3.0	0.6
8	Diverse Works	3	123	3.5	0.7
8	Diverse Works	4	123	3.5	0.7
8	Diverse Works	5	123	2.9	0.6
8	Diverse Works	6	123	2.7	0.5
8	Diverse Works	7	123	2.6	0.5
8	Informational Text	1	123	3.0	0.6
8	Informational Text	2	123	2.4	0.5
8	Informational Text	3	123	3.8	0.8
8	Informational Text	4	123	3.4	0.7
8	Informational Text	5	123	2.7	0.5
8	Informational Text	6	123	2.8	0.6
8	Informational Text	7	123	2.9	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
11	Vocabulary	1	109	3.0	0.6
11	Vocabulary	2	109	3.2	0.6
11	Vocabulary	3	109	2.9	0.6
11	Vocabulary	4	109	2.9	0.6
11	Vocabulary	5	109	2.7	0.5
11	Vocabulary	6	109	2.8	0.6
11	Vocabulary	7	109	2.8	0.6
11	Comprehension	1	109	2.7	0.5
11	Comprehension	2	109	3.2	0.6
11	Comprehension	3	109	3.6	0.7
11	Comprehension	4	109	2.9	0.6
11	Comprehension	5	109	3.0	0.6
11	Comprehension	6	109	2.7	0.5
11	Comprehension	7	109	2.9	0.6
11	Literacy	1	109	3.2	0.6
11	Literacy	2	109	2.7	0.5
11	Literacy	3	109	3.3	0.7
11	Literacy	4	109	2.3	0.5
11	Literacy	5	109	2.4	0.5
11	Literacy	6	109	2.8	0.6
11	Literacy	7	109	2.9	0.6
11	Diverse Works	1	109	3.4	0.7
11	Diverse Works	2	109	3.4	0.7
11	Diverse Works	3	109	2.8	0.6
11	Diverse Works	4	109	2.6	0.5
11	Diverse Works	5	109	2.5	0.5
11	Diverse Works	6	109	2.4	0.5
11	Diverse Works	7	109	2.3	0.5
11	Informational Text	1	109	3.7	0.7
11	Informational Text	2	109	2.4	0.5
11	Informational Text	3	109	2.3	0.5
11	Informational Text	4	109	2.8	0.6
11	Informational Text	5	109	2.4	0.5
11	Informational Text	6	109	2.6	0.5
11	Informational Text	7	109	2.8	0.6

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Average Rating on Task/Skill for *Dakota STEP-A* Mathematics Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
3	Algebra	1	122	3.6	0.7
3	Algebra	2	122	3.2	0.6
3	Algebra	3	122	3.4	0.7
3	Algebra	4	122	3.1	0.6
3	Algebra	5	122	2.1	0.4
3	Algebra	6	122	2.6	0.5
3	Algebra	7	122	2.1	0.4
3	Algebra	8	122	3.5	0.7
3	Algebra	9	122	3.5	0.7
3	Algebra	10	122	3.5	0.7
3	Algebra	11	122	2.9	0.6
3	Algebra	12	122	3.2	0.6
3	Algebra	13	122	2.6	0.5
3	Algebra	14	122	2.7	0.5
3	Algebra	15	122	3.4	0.7
3	Algebra	16	122	3.1	0.6
3	Algebra	17	122	2.7	0.5
3	Algebra	18	122	2.2	0.4
3	Algebra	19	122	1.9	0.4
3	Algebra	20	122	1.9	0.4
3	Algebra	21	122	1.9	0.4
3	Algebra	22	122	3.0	0.6
3	Algebra	23	122	2.6	0.5
3	Algebra	24	122	2.7	0.5
3	Algebra	25	122	3.1	0.6
3	Algebra	26	122	2.7	0.5
3	Algebra	27	122	2.4	0.5
3	Algebra	28	122	2.8	0.6
3	Geometry	1	122	3.9	0.8
3	Geometry	2	122	4.0	0.8
3	Geometry	3	122	4.0	0.8
3	Geometry	4	122	2.8	0.6
3	Geometry	5	122	2.2	0.4
3	Geometry	6	122	3.5	0.7
3	Geometry	7	122	3.2	0.6
3	Geometry	8	122	3.2	0.6
3	Geometry	9	122	2.5	0.5
3	Geometry	10	122	2.5	0.5
3	Geometry	11	122	2.9	0.6
3	Geometry	12	122	3.7	0.7
3	Geometry	13	122	2.7	0.5
3	Geometry	14	122	2.4	0.5
3	Measurement	1	122	3.1	0.6
3	Measurement	2	122	3.6	0.7
3	Measurement	3	122	2.8	0.6
3	Measurement	4	122	2.7	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
3	Measurement	5	122	3.3	0.7
3	Measurement	6	122	3.1	0.6
3	Measurement	7	122	2.8	0.6
3	Number Sense	1	122	3.7	0.7
3	Number Sense	2	122	3.5	0.7
3	Number Sense	3	122	3.4	0.7
3	Number Sense	4	122	3.2	0.6
3	Number Sense	5	122	3.1	0.6
3	Number Sense	6	122	2.7	0.5
3	Number Sense	7	122	2.2	0.4
3	Number Sense	8	122	3.3	0.7
3	Number Sense	9	122	3.1	0.6
3	Number Sense	10	122	3.3	0.7
3	Number Sense	11	122	2.7	0.5
3	Number Sense	12	122	2.5	0.5
3	Number Sense	13	122	2.2	0.4
3	Number Sense	14	122	2.0	0.4
3	Number Sense	15	122	3.5	0.7
3	Number Sense	16	122	2.7	0.5
3	Number Sense	17	122	2.0	0.4
3	Number Sense	18	122	2.2	0.4
3	Number Sense	19	122	1.9	0.4
3	Number Sense	20	122	2.3	0.5
3	Number Sense	21	122	1.8	0.4
3	Statistic	1	122	2.4	0.5
3	Statistic	2	122	3.3	0.7
3	Statistic	3	122	2.9	0.6
3	Statistic	4	122	2.3	0.5
3	Statistic	5	122	3.3	0.7
3	Statistic	6	122	3.1	0.6
3	Statistic	7	122	2.4	0.5
3	Statistic	8	122	2.5	0.5
3	Statistic	9	122	2.4	0.5
3	Statistic	10	122	3.2	0.6
3	Statistic	11	122	3.1	0.6
3	Statistic	12	122	2.9	0.6
3	Statistic	13	122	2.3	0.5
3	Statistic	14	122	2.4	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
4	Algebra	1	123	2.9	0.6
4	Algebra	2	123	3.2	0.6
4	Algebra	3	123	2.2	0.4
4	Algebra	4	123	2.6	0.5
4	Algebra	5	123	2.5	0.5
4	Algebra	6	123	3.0	0.6
4	Algebra	7	123	2.1	0.4
4	Algebra	8	123	3.4	0.7
4	Algebra	9	123	3.6	0.7
4	Algebra	10	123	3.5	0.7
4	Algebra	11	123	2.2	0.4
4	Algebra	12	123	3.2	0.6
4	Algebra	13	123	2.3	0.5
4	Algebra	14	123	2.8	0.6
4	Algebra	15	123	3.4	0.7
4	Algebra	16	123	2.9	0.6
4	Algebra	17	123	2.8	0.6
4	Algebra	18	123	2.2	0.4
4	Algebra	19	123	2.7	0.5
4	Algebra	20	123	2.3	0.5
4	Algebra	21	123	2.2	0.4
4	Geometry	1	123	3.4	0.7
4	Geometry	2	123	2.8	0.6
4	Geometry	3	123	4.0	0.8
4	Geometry	4	123	2.3	0.5
4	Geometry	5	123	2.3	0.5
4	Geometry	6	123	3.5	0.7
4	Geometry	7	123	3.3	0.7
4	Geometry	8	123	2.9	0.6
4	Geometry	9	123	3.3	0.7
4	Geometry	10	123	3.3	0.7
4	Geometry	11	123	2.9	0.6
4	Geometry	12	123	2.7	0.5
4	Geometry	13	123	2.7	0.5
4	Geometry	14	123	2.7	0.5
4	Measurement	1	123	3.2	0.6
4	Measurement	2	123	2.3	0.5
4	Measurement	3	123	3.3	0.7
4	Measurement	4	123	2.6	0.5
4	Measurement	5	123	2.8	0.6
4	Measurement	6	123	2.0	0.4
4	Measurement	7	123	2.7	0.5
4	Number Sense	1	123	3.6	0.7
4	Number Sense	2	123	3.8	0.8
4	Number Sense	3	123	3.1	0.6
4	Number Sense	4	123	3.2	0.6
4	Number Sense	5	123	2.5	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
4	Number Sense	6	123	1.9	0.4
4	Number Sense	7	123	3.3	0.7
4	Number Sense	8	123	3.2	0.6
4	Number Sense	9	123	2.5	0.5
4	Number Sense	10	123	2.2	0.4
4	Number Sense	11	123	1.9	0.4
4	Number Sense	12	123	2.5	0.5
4	Number Sense	13	123	1.9	0.4
4	Number Sense	14	123	1.6	0.3
4	Number Sense	15	123	2.6	0.5
4	Number Sense	16	123	2.1	0.4
4	Number Sense	17	123	2.0	0.4
4	Number Sense	18	123	2.3	0.5
4	Number Sense	19	123	2.4	0.5
4	Number Sense	20	123	2.3	0.5
4	Number Sense	21	123	1.9	0.4
4	Statistic	1	123	3.2	0.6
4	Statistic	2	123	2.9	0.6
4	Statistic	3	123	2.7	0.5
4	Statistic	4	123	2.1	0.4
4	Statistic	5	123	2.4	0.5
4	Statistic	6	123	2.7	0.5
4	Statistic	7	123	2.1	0.4
4	Statistic	8	123	2.7	0.5
4	Statistic	9	123	2.4	0.5
4	Statistic	10	123	2.9	0.6
4	Statistic	11	123	3.2	0.6
4	Statistic	12	123	2.5	0.5
4	Statistic	13	123	2.2	0.4
4	Statistic	14	123	2.2	0.4

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
5	Algebra	1	127	3.8	0.8
5	Algebra	2	127	2.1	0.4
5	Algebra	3	127	2.8	0.6
5	Algebra	4	127	2.8	0.6
5	Algebra	5	127	2.2	0.4
5	Algebra	6	127	2.8	0.6
5	Algebra	7	127	1.9	0.4
5	Algebra	8	127	3.3	0.7
5	Algebra	9	127	3.5	0.7
5	Algebra	10	127	2.5	0.5
5	Algebra	11	127	2.2	0.4
5	Algebra	12	127	2.1	0.4
5	Algebra	13	127	2.8	0.6
5	Algebra	14	127	2.2	0.4
5	Algebra	15	127	4.0	0.8
5	Algebra	16	127	2.4	0.5
5	Algebra	17	127	2.8	0.6
5	Algebra	18	127	2.7	0.5
5	Algebra	19	127	2.8	0.6
5	Algebra	20	127	2.5	0.5
5	Algebra	21	127	2.2	0.4
5	Algebra	22	127	3.5	0.7
5	Algebra	23	127	3.2	0.6
5	Algebra	24	127	2.8	0.6
5	Algebra	25	127	3.0	0.6
5	Algebra	26	127	2.7	0.5
5	Algebra	27	127	2.6	0.5
5	Algebra	28	127	2.2	0.4
5	Geometry	1	127	3.1	0.6
5	Geometry	2	127	2.9	0.6
5	Geometry	3	127	3.5	0.7
5	Geometry	4	127	2.3	0.5
5	Geometry	5	127	2.2	0.4
5	Geometry	6	127	2.7	0.5
5	Geometry	7	127	2.2	0.4
5	Geometry	8	127	3.4	0.7
5	Geometry	9	127	2.8	0.6
5	Geometry	10	127	2.6	0.5
5	Geometry	11	127	2.7	0.5
5	Geometry	12	127	2.0	0.4
5	Geometry	13	127	2.8	0.6
5	Geometry	14	127	1.9	0.4
5	Measurement	1	127	3.7	0.7
5	Measurement	2	127	2.4	0.5
5	Measurement	3	127	2.0	0.4
5	Measurement	4	127	2.3	0.5
5	Measurement	5	127	2.3	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
5	Measurement	6	127	2.1	0.4
5	Measurement	7	127	2.7	0.5
5	Number Sense	1	127	2.6	0.5
5	Number Sense	2	127	1.9	0.4
5	Number Sense	3	127	3.3	0.7
5	Number Sense	4	127	2.8	0.6
5	Number Sense	5	127	2.4	0.5
5	Number Sense	6	127	3.1	0.6
5	Number Sense	7	127	2.0	0.4
5	Number Sense	8	127	2.0	0.4
5	Number Sense	9	127	3.4	0.7
5	Number Sense	10	127	2.3	0.5
5	Number Sense	11	127	2.6	0.5
5	Number Sense	12	127	2.0	0.4
5	Number Sense	13	127	1.7	0.3
5	Number Sense	14	127	1.7	0.3
5	Number Sense	15	127	3.0	0.6
5	Number Sense	16	127	2.8	0.6
5	Number Sense	17	127	2.1	0.4
5	Number Sense	18	127	2.1	0.4
5	Number Sense	19	127	1.9	0.4
5	Number Sense	20	127	2.1	0.4
5	Number Sense	21	127	1.6	0.3
5	Statistic	1	127	2.7	0.5
5	Statistic	2	127	3.1	0.6
5	Statistic	3	127	2.5	0.5
5	Statistic	4	127	2.8	0.6
5	Statistic	5	127	2.7	0.5
5	Statistic	6	127	2.6	0.5
5	Statistic	7	127	2.6	0.5
5	Statistic	8	127	3.7	0.7
5	Statistic	9	127	2.6	0.5
5	Statistic	10	127	2.2	0.4
5	Statistic	11	127	2.3	0.5
5	Statistic	12	127	2.5	0.5
5	Statistic	13	127	2.9	0.6
5	Statistic	14	127	2.2	0.4

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
6	Algebra	1	106	4.0	0.8
6	Algebra	2	106	3.2	0.6
6	Algebra	3	106	2.4	0.5
6	Algebra	4	106	3.0	0.6
6	Algebra	5	106	2.4	0.5
6	Algebra	6	106	2.4	0.5
6	Algebra	7	106	2.2	0.4
6	Algebra	8	106	3.7	0.7
6	Algebra	9	106	2.4	0.5
6	Algebra	10	106	2.6	0.5
6	Algebra	11	106	2.1	0.4
6	Algebra	12	106	2.1	0.4
6	Algebra	13	106	2.5	0.5
6	Algebra	14	106	2.1	0.4
6	Algebra	15	106	3.8	0.8
6	Algebra	16	106	2.7	0.5
6	Algebra	17	106	2.9	0.6
6	Algebra	18	106	2.7	0.5
6	Algebra	19	106	2.2	0.4
6	Algebra	20	106	2.3	0.5
6	Algebra	21	106	2.4	0.5
6	Geometry	1	106	3.6	0.7
6	Geometry	2	106	2.6	0.5
6	Geometry	3	106	2.9	0.6
6	Geometry	4	106	2.6	0.5
6	Geometry	5	106	2.4	0.5
6	Geometry	6	106	2.3	0.5
6	Geometry	7	106	2.6	0.5
6	Geometry	8	106	4.0	0.8
6	Geometry	9	106	3.9	0.8
6	Geometry	10	106	2.7	0.5
6	Geometry	11	106	2.7	0.5
6	Geometry	12	106	2.5	0.5
6	Geometry	13	106	3.1	0.6
6	Geometry	14	106	3.8	0.8
6	Measurement	1	106	3.5	0.7
6	Measurement	2	106	3.7	0.7
6	Measurement	3	106	3.3	0.7
6	Measurement	4	106	2.4	0.5
6	Measurement	5	106	2.5	0.5
6	Measurement	6	106	2.2	0.4
6	Measurement	7	106	2.3	0.5
6	Number Sense	1	106	3.8	0.8
6	Number Sense	2	106	3.4	0.7
6	Number Sense	3	106	2.8	0.6
6	Number Sense	4	106	2.4	0.5
6	Number Sense	5	106	2.1	0.4

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
6	Number Sense	6	106	2.4	0.5
6	Number Sense	7	106	2.0	0.4
6	Number Sense	8	106	3.3	0.7
6	Number Sense	9	106	3.6	0.7
6	Number Sense	10	106	3.3	0.7
6	Number Sense	11	106	2.7	0.5
6	Number Sense	12	106	2.1	0.4
6	Number Sense	13	106	2.7	0.5
6	Number Sense	14	106	2.3	0.5
6	Number Sense	15	106	3.1	0.6
6	Number Sense	16	106	3.5	0.7
6	Number Sense	17	106	2.7	0.5
6	Number Sense	18	106	2.4	0.5
6	Number Sense	19	106	2.8	0.6
6	Number Sense	20	106	2.4	0.5
6	Number Sense	21	106	2.1	0.4
6	Statistic	1	106	3.0	0.6
6	Statistic	2	106	3.0	0.6
6	Statistic	3	106	2.8	0.6
6	Statistic	4	106	3.1	0.6
6	Statistic	5	106	3.0	0.6
6	Statistic	6	106	2.6	0.5
6	Statistic	7	106	2.3	0.5
6	Statistic	8	106	3.7	0.7
6	Statistic	9	106	2.7	0.5
6	Statistic	10	106	2.7	0.5
6	Statistic	11	106	2.8	0.6
6	Statistic	12	106	3.2	0.6
6	Statistic	13	106	2.2	0.4
6	Statistic	14	106	2.4	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
7	Algebra	1	106	4.0	0.8
7	Algebra	2	106	4.1	0.8
7	Algebra	3	106	2.8	0.6
7	Algebra	4	106	3.5	0.7
7	Algebra	5	106	3.2	0.6
7	Algebra	6	106	2.4	0.5
7	Algebra	7	106	2.3	0.5
7	Algebra	8	106	4.0	0.8
7	Algebra	9	106	2.9	0.6
7	Algebra	10	106	2.7	0.5
7	Algebra	11	106	2.6	0.5
7	Algebra	12	106	2.8	0.6
7	Algebra	13	106	2.7	0.5
7	Algebra	14	106	3.6	0.7
7	Algebra	15	106	3.6	0.7
7	Algebra	16	106	2.6	0.5
7	Algebra	17	106	2.6	0.5
7	Algebra	18	106	2.2	0.4
7	Algebra	19	106	2.5	0.5
7	Algebra	20	106	2.4	0.5
7	Algebra	21	106	2.2	0.4
7	Algebra	22	106	3.8	0.8
7	Algebra	23	106	2.9	0.6
7	Algebra	24	106	3.0	0.6
7	Algebra	25	106	3.2	0.6
7	Algebra	26	106	2.8	0.6
7	Algebra	27	106	2.6	0.5
7	Algebra	28	106	2.6	0.5
7	Geometry	1	106	3.6	0.7
7	Geometry	2	106	3.2	0.6
7	Geometry	3	106	3.7	0.7
7	Geometry	4	106	2.9	0.6
7	Geometry	5	106	2.9	0.6
7	Geometry	6	106	3.3	0.7
7	Geometry	7	106	3.3	0.7
7	Geometry	8	106	2.9	0.6
7	Geometry	9	106	2.2	0.4
7	Geometry	10	106	2.7	0.5
7	Geometry	11	106	2.6	0.5
7	Geometry	12	106	2.7	0.5
7	Geometry	13	106	2.7	0.5
7	Geometry	14	106	2.5	0.5
7	Measurement	1	106	3.1	0.6
7	Measurement	2	106	2.7	0.5
7	Measurement	3	106	2.8	0.6
7	Measurement	4	106	3.1	0.6
7	Measurement	5	106	2.5	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
7	Measurement	6	106	2.5	0.5
7	Measurement	7	106	2.3	0.5
7	Number Sense	1	106	3.9	0.8
7	Number Sense	2	106	3.0	0.6
7	Number Sense	3	106	2.7	0.5
7	Number Sense	4	106	2.8	0.6
7	Number Sense	5	106	2.6	0.5
7	Number Sense	6	106	2.8	0.6
7	Number Sense	7	106	2.4	0.5
7	Number Sense	8	106	3.8	0.8
7	Number Sense	9	106	3.7	0.7
7	Number Sense	10	106	3.3	0.7
7	Number Sense	11	106	3.5	0.7
7	Number Sense	12	106	2.7	0.5
7	Number Sense	13	106	2.9	0.6
7	Number Sense	14	106	2.6	0.5
7	Number Sense	15	106	3.9	0.8
7	Number Sense	16	106	3.3	0.7
7	Number Sense	17	106	3.3	0.7
7	Number Sense	18	106	2.5	0.5
7	Number Sense	19	106	2.4	0.5
7	Number Sense	20	106	2.3	0.5
7	Number Sense	21	106	2.2	0.4
7	Statistic	1	106	2.5	0.5
7	Statistic	2	106	2.7	0.5
7	Statistic	3	106	2.4	0.5
7	Statistic	4	106	2.7	0.5
7	Statistic	5	106	2.5	0.5
7	Statistic	6	106	2.2	0.4
7	Statistic	7	106	2.5	0.5
7	Statistic	8	106	3.7	0.7
7	Statistic	9	106	2.8	0.6
7	Statistic	10	106	2.6	0.5
7	Statistic	11	106	2.5	0.5
7	Statistic	12	106	3.1	0.6
7	Statistic	13	106	2.9	0.6
7	Statistic	14	106	2.9	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
8	Algebra	1	123	3.9	0.8
8	Algebra	2	123	3.3	0.7
8	Algebra	3	123	3.3	0.7
8	Algebra	4	123	2.6	0.5
8	Algebra	5	123	2.6	0.5
8	Algebra	6	123	2.3	0.5
8	Algebra	7	123	2.3	0.5
8	Algebra	8	123	4.0	0.8
8	Algebra	9	123	4.0	0.8
8	Algebra	10	123	3.9	0.8
8	Algebra	11	123	3.5	0.7
8	Algebra	12	123	2.7	0.5
8	Algebra	13	123	2.4	0.5
8	Algebra	14	123	2.6	0.5
8	Algebra	15	123	3.8	0.8
8	Algebra	16	123	3.4	0.7
8	Algebra	17	123	3.1	0.6
8	Algebra	18	123	2.7	0.5
8	Algebra	19	123	2.8	0.6
8	Algebra	20	123	2.6	0.5
8	Algebra	21	123	2.7	0.5
8	Algebra	22	123	3.8	0.8
8	Algebra	23	123	2.7	0.5
8	Algebra	24	123	2.5	0.5
8	Algebra	25	123	2.5	0.5
8	Algebra	26	123	2.6	0.5
8	Algebra	27	123	2.8	0.6
8	Algebra	28	123	2.6	0.5
8	Geometry	1	123	3.4	0.7
8	Geometry	2	123	3.6	0.7
8	Geometry	3	123	3.0	0.6
8	Geometry	4	123	2.7	0.5
8	Geometry	5	123	3.6	0.7
8	Geometry	6	123	2.8	0.6
8	Geometry	7	123	2.8	0.6
8	Geometry	8	123	3.9	0.8
8	Geometry	9	123	3.7	0.7
8	Geometry	10	123	3.3	0.7
8	Geometry	11	123	2.6	0.5
8	Geometry	12	123	2.7	0.5
8	Geometry	13	123	2.2	0.4
8	Geometry	14	123	2.3	0.5
8	Measurement	1	123	3.9	0.8
8	Measurement	2	123	3.6	0.7
8	Measurement	3	123	3.5	0.7
8	Measurement	4	123	2.9	0.6
8	Measurement	5	123	2.5	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
8	Measurement	6	123	2.2	0.4
8	Measurement	7	123	2.1	0.4
8	Number Sense	1	123	3.8	0.8
8	Number Sense	2	123	3.1	0.6
8	Number Sense	3	123	3.2	0.6
8	Number Sense	4	123	3.3	0.7
8	Number Sense	5	123	3.0	0.6
8	Number Sense	6	123	3.0	0.6
8	Number Sense	7	123	2.4	0.5
8	Number Sense	8	123	3.5	0.7
8	Number Sense	9	123	3.1	0.6
8	Number Sense	10	123	3.2	0.6
8	Number Sense	11	123	2.8	0.6
8	Number Sense	12	123	3.0	0.6
8	Number Sense	13	123	2.9	0.6
8	Number Sense	14	123	2.5	0.5
8	Number Sense	15	123	3.8	0.8
8	Number Sense	16	123	3.2	0.6
8	Number Sense	17	123	3.4	0.7
8	Number Sense	18	123	2.5	0.5
8	Number Sense	19	123	2.6	0.5
8	Number Sense	20	123	2.3	0.5
8	Number Sense	21	123	2.2	0.4
8	Statistic	1	123	3.9	0.8
8	Statistic	2	123	3.7	0.7
8	Statistic	3	123	2.7	0.5
8	Statistic	4	123	2.8	0.6
8	Statistic	5	123	2.9	0.6
8	Statistic	6	123	2.5	0.5
8	Statistic	7	123	2.5	0.5
8	Statistic	8	123	2.6	0.5
8	Statistic	9	123	2.8	0.6
8	Statistic	10	123	2.4	0.5
8	Statistic	11	123	3.2	0.6
8	Statistic	12	123	2.8	0.6
8	Statistic	13	123	2.3	0.5
8	Statistic	14	123	2.3	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
11	Algebra	1	109	3.1	0.6
11	Algebra	2	109	2.4	0.5
11	Algebra	3	109	2.5	0.5
11	Algebra	4	109	2.4	0.5
11	Algebra	5	109	2.4	0.5
11	Algebra	6	109	2.1	0.4
11	Algebra	7	109	2.2	0.4
11	Algebra	8	109	2.7	0.5
11	Algebra	9	109	2.6	0.5
11	Algebra	10	109	2.6	0.5
11	Algebra	11	109	3.3	0.7
11	Algebra	12	109	2.5	0.5
11	Algebra	13	109	2.3	0.5
11	Algebra	14	109	2.3	0.5
11	Algebra	15	109	2.4	0.5
11	Algebra	16	109	2.6	0.5
11	Algebra	17	109	3.2	0.6
11	Algebra	18	109	3.1	0.6
11	Algebra	19	109	2.9	0.6
11	Algebra	20	109	2.5	0.5
11	Algebra	21	109	2.3	0.5
11	Geometry	1	109	2.6	0.5
11	Geometry	2	109	2.6	0.5
11	Geometry	3	109	2.5	0.5
11	Geometry	4	109	2.7	0.5
11	Geometry	5	109	2.6	0.5
11	Geometry	6	109	2.6	0.5
11	Geometry	7	109	2.3	0.5
11	Geometry	8	109	2.6	0.5
11	Geometry	9	109	3.1	0.6
11	Geometry	10	109	3.2	0.6
11	Geometry	11	109	2.1	0.4
11	Geometry	12	109	2.4	0.5
11	Geometry	13	109	2.5	0.5
11	Geometry	14	109	3.2	0.6
11	Measurement	1	109	2.9	0.6
11	Measurement	2	109	3.7	0.7
11	Measurement	3	109	3.5	0.7
11	Measurement	4	109	2.8	0.6
11	Measurement	5	109	2.3	0.5
11	Measurement	6	109	2.1	0.4
11	Measurement	7	109	2.1	0.4
11	Number Sense	1	109	2.9	0.6
11	Number Sense	2	109	2.4	0.5
11	Number Sense	3	109	2.3	0.5
11	Number Sense	4	109	3.2	0.6
11	Number Sense	5	109	2.3	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
11	Number Sense	6	109	2.5	0.5
11	Number Sense	7	109	2.4	0.5
11	Number Sense	8	109	4.0	0.8
11	Number Sense	9	109	3.5	0.7
11	Number Sense	10	109	3.7	0.7
11	Number Sense	11	109	3.3	0.7
11	Number Sense	12	109	3.6	0.7
11	Number Sense	13	109	2.0	0.4
11	Number Sense	14	109	2.0	0.4
11	Number Sense	15	109	3.1	0.6
11	Number Sense	16	109	2.9	0.6
11	Number Sense	17	109	2.9	0.6
11	Number Sense	18	109	2.6	0.5
11	Number Sense	19	109	2.4	0.5
11	Number Sense	20	109	2.5	0.5
11	Number Sense	21	109	2.7	0.5
11	Statistic	1	109	2.8	0.6
11	Statistic	2	109	3.5	0.7
11	Statistic	3	109	2.7	0.5
11	Statistic	4	109	3.2	0.6
11	Statistic	5	109	3.2	0.6
11	Statistic	6	109	3.1	0.6
11	Statistic	7	109	2.9	0.6
11	Statistic	8	109	3.7	0.7
11	Statistic	9	109	2.8	0.6
11	Statistic	10	109	2.3	0.5
11	Statistic	11	109	2.2	0.4
11	Statistic	12	109	2.1	0.4
11	Statistic	13	109	2.3	0.5
11	Statistic	14	109	2.2	0.4

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Average Rating on Task/Skill for *Dakota STEP-A* Science Assessment

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
5	Physical Science	1	127	3.3	0.7
5	Physical Science	2	127	3.1	0.6
5	Physical Science	3	127	3.2	0.6
5	Physical Science	4	127	3.5	0.7
5	Physical Science	5	127	2.3	0.5
5	Physical Science	6	127	2.5	0.5
5	Physical Science	7	127	2.4	0.5
5	Physical Science	8	127	3.1	0.6
5	Physical Science	9	127	3.1	0.6
5	Physical Science	10	127	2.7	0.5
5	Physical Science	11	127	2.6	0.5
5	Physical Science	12	127	2.6	0.5
5	Physical Science	13	127	2.6	0.5
5	Physical Science	14	127	2.4	0.5
5	Physical Science	15	127	3.8	0.8
5	Physical Science	16	127	3.7	0.7
5	Physical Science	17	127	3.2	0.6
5	Physical Science	18	127	3.3	0.7
5	Physical Science	19	127	3.0	0.6
5	Physical Science	20	127	2.9	0.6
5	Physical Science	21	127	3.0	0.6
5	Life Science	1	127	3.7	0.7
5	Life Science	2	127	3.9	0.8
5	Life Science	3	127	3.6	0.7
5	Life Science	4	127	3.1	0.6
5	Life Science	5	127	2.9	0.6
5	Life Science	6	127	2.5	0.5
5	Life Science	7	127	2.6	0.5
5	Life Science	8	127	3.3	0.7
5	Life Science	9	127	3.3	0.7
5	Life Science	10	127	2.2	0.4
5	Life Science	11	127	2.1	0.4
5	Life Science	12	127	3.2	0.6
5	Life Science	13	127	3.0	0.6
5	Life Science	14	127	2.9	0.6
5	Life Science	15	127	2.9	0.6
5	Life Science	16	127	2.8	0.6
5	Life Science	17	127	3.4	0.7
5	Life Science	18	127	2.2	0.4
5	Life Science	19	127	2.7	0.5
5	Life Science	20	127	3.5	0.7
5	Life Science	21	127	2.6	0.5
5	Earth Science	1	127	3.4	0.7
5	Earth Science	2	127	3.5	0.7
5	Earth Science	3	127	2.8	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
5	Earth Science	4	127	2.8	0.6
5	Earth Science	5	127	2.9	0.6
5	Earth Science	6	127	2.9	0.6
5	Earth Science	7	127	2.5	0.5
5	Earth Science	8	127	3.6	0.7
5	Earth Science	9	127	2.9	0.6
5	Earth Science	10	127	2.6	0.5
5	Earth Science	11	127	3.1	0.6
5	Earth Science	12	127	2.6	0.5
5	Earth Science	13	127	2.3	0.5
5	Earth Science	14	127	2.3	0.5
5	Science, Society	1	127	3.9	0.8
5	Science, Society	2	127	3.5	0.7
5	Science, Society	3	127	3.7	0.7
5	Science, Society	4	127	2.8	0.6
5	Science, Society	5	127	3.3	0.7
5	Science, Society	6	127	2.8	0.6
5	Science, Society	7	127	2.8	0.6
5	Science, Society	8	127	4.1	0.8
5	Science, Society	9	127	3.5	0.7
5	Science, Society	10	127	3.2	0.6
5	Science, Society	11	127	3.1	0.6
5	Science, Society	12	127	2.5	0.5
5	Science, Society	13	127	2.4	0.5
5	Science, Society	14	127	2.5	0.5

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
8	Nature of Science	1	123	3	0.6
8	Nature of Science	2	123	2.8	0.6
8	Nature of Science	3	123	2.9	0.6
8	Nature of Science	4	123	2.9	0.6
8	Nature of Science	5	123	2.9	0.6
8	Nature of Science	6	123	3	0.6
8	Nature of Science	7	123	3.1	0.6
8	Nature of Science	8	123	3.4	0.7
8	Nature of Science	9	123	3.7	0.7
8	Nature of Science	10	123	3	0.6
8	Nature of Science	11	123	3.3	0.7
8	Nature of Science	12	123	3.1	0.6
8	Nature of Science	13	123	3.2	0.6
8	Nature of Science	14	123	3.1	0.6
8	Physical Science	1	122	3.1	0.6
8	Physical Science	2	122	4	0.8
8	Physical Science	3	122	3.7	0.7
8	Physical Science	4	122	3.8	0.8
8	Physical Science	5	122	3.7	0.7
8	Physical Science	6	122	2.8	0.6
8	Physical Science	7	122	2.7	0.5
8	Physical Science	8	122	2.5	0.5
8	Physical Science	9	122	2.3	0.5
8	Physical Science	10	122	3.5	0.7
8	Physical Science	11	122	3.4	0.7
8	Physical Science	12	122	3.1	0.6
8	Physical Science	13	122	3	0.6
8	Physical Science	14	122	3	0.6
8	Earth Science	1	122	3.5	0.7
8	Earth Science	2	122	2.9	0.6
8	Earth Science	3	122	3.1	0.6
8	Earth Science	4	122	2.6	0.5
8	Earth Science	5	122	2.6	0.5
8	Earth Science	6	122	3.8	0.8
8	Earth Science	7	122	3.4	0.7
8	Earth Science	8	122	2.3	0.5
8	Earth Science	9	122	3.7	0.7
8	Earth Science	10	122	2.4	0.5
8	Earth Science	11	122	2.4	0.5
8	Earth Science	12	122	2.7	0.5
8	Earth Science	13	122	2.8	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
8	Earth Science	14	122	2.7	0.5
8	Earth Science	15	122	3.5	0.7
8	Earth Science	16	122	3.2	0.6
8	Earth Science	17	122	3.1	0.6
8	Earth Science	18	122	2.6	0.5
8	Earth Science	19	122	3.2	0.6
8	Earth Science	20	122	3.3	0.7
8	Earth Science	21	122	2.7	0.5
8	Science, Society	1	122	3.4	0.7
8	Science, Society	2	122	3.6	0.7
8	Science, Society	3	122	2.9	0.6
8	Science, Society	4	122	2.9	0.6
8	Science, Society	5	122	3	0.6
8	Science, Society	6	122	2.9	0.6
8	Science, Society	7	122	2.7	0.5
8	Science, Society	8	122	3.6	0.7
8	Science, Society	9	122	3.1	0.6
8	Science, Society	10	122	2.8	0.6
8	Science, Society	11	122	2.9	0.6
8	Science, Society	12	122	2.7	0.5
8	Science, Society	13	122	2.8	0.6
8	Science, Society	14	122	2.8	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
11	Nature of Science	1	109	3.0	0.6
11	Nature of Science	2	109	3.0	0.6
11	Nature of Science	3	109	2.7	0.5
11	Nature of Science	4	109	2.9	0.6
11	Nature of Science	5	109	3.2	0.6
11	Nature of Science	6	109	2.6	0.5
11	Nature of Science	7	109	2.9	0.6
11	Nature of Science	8	109	3.4	0.7
11	Nature of Science	9	109	2.6	0.5
11	Nature of Science	10	109	2.8	0.6
11	Nature of Science	11	109	2.7	0.5
11	Nature of Science	12	109	2.7	0.5
11	Nature of Science	13	109	3.4	0.7
11	Nature of Science	14	109	3.3	0.7
11	Physical Science	1	109	2.6	0.5
11	Physical Science	2	109	2.3	0.5
11	Physical Science	3	109	2.2	0.4
11	Physical Science	4	109	2.5	0.5
11	Physical Science	5	109	2.5	0.5
11	Physical Science	6	109	3.5	0.7
11	Physical Science	7	109	2.8	0.6
11	Physical Science	8	109	3.5	0.7
11	Physical Science	9	109	3.6	0.7
11	Physical Science	10	109	2.4	0.5
11	Physical Science	11	109	3.3	0.7
11	Physical Science	12	109	3.1	0.6
11	Physical Science	13	109	3.5	0.7
11	Physical Science	14	109	3.0	0.6
11	Physical Science	15	109	3.6	0.7
11	Physical Science	16	109	2.9	0.6
11	Physical Science	17	109	3.1	0.6
11	Physical Science	18	109	2.6	0.5
11	Physical Science	19	109	2.4	0.5
11	Physical Science	20	109	2.5	0.5
11	Physical Science	21	109	2.8	0.6
11	Life Science	1	109	2.6	0.5
11	Life Science	2	109	2.5	0.5
11	Life Science	3	109	3.7	0.7
11	Life Science	4	109	3.3	0.7
11	Life Science	5	109	3.2	0.6
11	Life Science	6	109	3.5	0.7
11	Life Science	7	109	2.7	0.5
11	Life Science	8	109	2.9	0.6
11	Life Science	9	109	3.1	0.6
11	Life Science	10	109	3.4	0.7
11	Life Science	11	109	3.3	0.7
11	Life Science	12	109	3.2	0.6

Grade	Reporting Category	Task/Skill Sequence	N-Count	Task/Skill Average Rating	Task/Skill Average Rating Divided by Task/Skill Total Points
11	Life Science	13	109	3.2	0.6
11	Life Science	14	109	2.8	0.6
11	Life Science	15	109	3.2	0.6
11	Life Science	16	109	3.0	0.6
11	Life Science	17	109	3.4	0.7
11	Life Science	18	109	3.0	0.6
11	Life Science	19	109	2.9	0.6
11	Life Science	20	109	2.7	0.5
11	Life Science	21	109	2.7	0.5
11	Earth Science	1	109	3.6	0.7
11	Earth Science	2	109	3.0	0.6
11	Earth Science	3	109	2.6	0.5
11	Earth Science	4	109	3.1	0.6
11	Earth Science	5	109	2.8	0.6
11	Earth Science	6	109	3.0	0.6
11	Earth Science	7	109	2.7	0.5
11	Earth Science	8	109	3.8	0.8
11	Earth Science	9	109	2.8	0.6
11	Earth Science	10	109	2.7	0.5
11	Earth Science	11	109	3.0	0.6
11	Earth Science	12	109	2.7	0.5
11	Earth Science	13	109	2.5	0.5
11	Earth Science	14	109	2.6	0.5
11	Science, Society	1	109	2.9	0.6
11	Science, Society	2	109	2.9	0.6
11	Science, Society	3	109	2.5	0.5
11	Science, Society	4	109	2.9	0.6
11	Science, Society	5	109	2.8	0.6
11	Science, Society	6	109	2.6	0.5
11	Science, Society	7	109	2.7	0.5
11	Science, Society	8	109	2.9	0.6
11	Science, Society	9	109	2.2	0.4
11	Science, Society	10	109	3.4	0.7
11	Science, Society	11	109	2.4	0.5
11	Science, Society	12	109	3.1	0.6
11	Science, Society	13	109	3.6	0.7
11	Science, Society	14	109	2.6	0.5

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APPENDIX I: Reporting Categories Inter-correlation and Correlation to Total Scores

Reading and Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 3

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
3	Vocabulary	1.00					
3	Comprehension	.85	1.00				
3	Literacy	.78	.88	1.00			
3	Diverse Works	.66	.75	.84	1.00		
3	Information	.70	.77	.85	.85	1.00	
3	**Reading**	.88	.93	.95	.89	.91	1.00
3	Algebra	.85	.83	.81	.74	.81	.89
3	Geometry	.75	.78	.80	.68	.82	.84
3	Measurement	.85	.83	.82	.74	.79	.89
3	Number Sense	.86	.80	.81	.74	.81	.88
3	Statistics	.77	.83	.86	.82	.91	.92
3	**Mathematics**	.86	.85	.86	.78	.87	.93

Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 3

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
3	Algebra	1.00					
3	Geometry	.86	1.00				
3	Measurement	.88	.83	1.00			
3	Number Sense	.94	.81	.88	1.00		
3	Statistics	.87	.87	.87	.87	1.00	
3	**Mathematics**	.98	.92	.93	.96	.94	1.00

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Reading and Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 4

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
4	Vocabulary	1.00					
4	Comprehension	.84	1.00				
4	Literacy	.93	.88	1.00			
4	Diverse Works	.83	.85	.83	1.00		
4	Information	.87	.83	.88	.79	1.00	
4	**Reading**	.95	.94	.96	.92	.93	1.00
4	Algebra	.86	.92	.86	.81	.85	.92
4	Geometry	.85	.93	.86	.80	.83	.91
4	Measurement	.92	.84	.90	.78	.89	.92
4	Number Sense	.89	.82	.87	.77	.88	.90
4	Statistics	.89	.91	.88	.85	.86	.94
4	**Mathematics**	.91	.92	.90	.83	.89	.95

Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 4

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
4	Algebra	1.00					
4	Geometry	.95	1.00				
4	Measurement	.89	.87	1.00			
4	Number Sense	.92	.85	.94	1.00		
4	Statistics	.94	.94	.91	.90	1.00	
4	**Mathematics**	.98	.96	.95	.96	.97	1.00

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Reading, Mathematics, and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 5

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
5	Vocabulary	1.00					
5	Comprehension	.77	1.00				
5	Literacy	.80	.89	1.00			
5	Diverse Works	.73	.76	.82	1.00		
5	Information	.74	.75	.73	.72	1.00	
5	**Reading**	.89	.92	.93	.89	.88	1.00
5	Algebra	.83	.81	.78	.70	.76	.86
5	Geometry	.78	.85	.84	.82	.74	.89
5	Measurement	.66	.59	.59	.63	.56	.67
5	Number Sense	.67	.64	.62	.58	.64	.70
5	Statistics	.74	.80	.82	.77	.74	.86
5	**Mathematics**	.84	.84	.83	.77	.79	.90
5	Physics Science	.78	.84	.84	.76	.72	.87
5	Life Science	.79	.86	.83	.74	.72	.87
5	Earth/Space Science	.79	.83	.82	.79	.73	.88
5	Society Science	.79	.86	.85	.75	.75	.88
5	**Science**	.80	.86	.85	.77	.74	.89

Mathematics and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 5

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
5	Algebra	1.00					
5	Geometry	.86	1.00				
5	Measurement	.61	.66	1.00			
5	Number Sense	.74	.70	.57	1.00		
5	Statistics	.83	.89	.65	.64	1.00	
5	**Mathematics**	.95	.93	.72	.86	.90	1.00
5	Physics Science	.86	.91	.63	.65	.90	.90
5	Life Science	.88	.90	.62	.65	.88	.90
5	Earth/Space Science	.85	.88	.62	.64	.87	.87
5	Society Science	.87	.90	.62	.68	.89	.90
5	**Science**	.88	.92	.64	.67	.90	.91

Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 5

Grade		Physics Science	Life Science	Earth/Space Science	Society Science	**Science**
5	Physics Science	1.00				
5	Life Science	.97	1.00			
5	Earth/Space Science	.94	.94	1.00		
5	Society Science	.96	.96	.92	1.00	
5	**Science**	.99	.99	.96	.98	1.00

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Reading and Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 6

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
6	Vocabulary	1.00					
6	Comprehension	.90	1.00				
6	Literacy	.87	.93	1.00			
6	Diverse Works	.86	.91	.92	1.00		
6	Information	.89	.89	.92	.91	1.00	
6	**Reading**	.94	.96	.96	.96	.96	1.00
6	Algebra	.84	.81	.82	.83	.88	.87
6	Geometry	.79	.84	.81	.78	.80	.84
6	Measurement	.85	.87	.89	.88	.89	.91
6	Number Sense	.87	.88	.89	.87	.87	.91
6	Statistics	.87	.89	.91	.87	.88	.92
6	**Mathematics**	.89	.90	.90	.89	.91	.94

Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 6

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
6	Algebra	1.00					
6	Geometry	.79	1.00				
6	Measurement	.87	.86	1.00			
6	Number Sense	.89	.87	.95	1.00		
6	Statistics	.85	.86	.95	.95	1.00	
6	**Mathematics**	.94	.91	.96	.98	.96	1.00

Data file 06/01/2010.

Reading and Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 7

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
7	Vocabulary	1.00					
7	Comprehension	.86	1.00				
7	Literacy	.84	.97	1.00			
7	Diverse Works	.80	.92	.94	1.00		
7	Information	.90	.89	.90	.88	1.00	
7	**Reading**	.92	.97	.97	.95	.96	1.00
7	Algebra	.86	.85	.86	.84	.88	.90
7	Geometry	.88	.81	.80	.80	.84	.86
7	Measurement	.82	.83	.86	.83	.87	.88
7	Number Sense	.80	.78	.81	.80	.83	.84
7	Statistics	.81	.81	.81	.75	.82	.84
7	**Mathematics**	.89	.87	.88	.86	.90	.92

Mathematics Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 7

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
7	Algebra	1.00					
7	Geometry	.89	1.00				
7	Measurement	.90	.85	1.00			
7	Number Sense	.88	.82	.85	1.00		
7	Statistics	.84	.84	.86	.79	1.00	
7	**Mathematics**	.97	.93	.93	.94	.91	1.00

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Reading, Mathematics, and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 8

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
8	Vocabulary	1.00					
8	Comprehension	.93	1.00				
8	Literacy	.93	.97	1.00			
8	Diverse Works	.84	.90	.89	1.00		
8	Information	.94	.96	.95	.88	1.00	
8	**Reading**	.96	.98	.98	.93	.98	1.00
8	Algebra	.91	.92	.92	.88	.93	.95
8	Geometry	.91	.93	.92	.89	.93	.95
8	Measurement	.91	.90	.90	.88	.92	.93
8	Number Sense	.91	.90	.90	.87	.93	.93
8	Statistics	.92	.92	.91	.85	.94	.94
8	**Mathematics**	.93	.93	.93	.89	.94	.95
8	Nature Science	.87	.90	.90	.85	.92	.92
8	Physics Science	.85	.89	.87	.84	.89	.90
8	Earth/Space Science	.89	.88	.89	.85	.90	.91
8	Society Science	.86	.87	.88	.85	.89	.90
8	**Science**	.89	.91	.91	.87	.92	.93

Mathematics and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 8

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
8	Algebra	1.00					
8	Geometry	.98	1.00				
8	Measurement	.96	.97	1.00			
8	Number Sense	.97	.97	.97	1.00		
8	Statistics	.95	.95	.94	.95	1.00	
8	**Mathematics**	.99	.99	.98	.99	.97	1.00
8	Nature Science	.93	.92	.91	.91	.90	.93
8	Physics Science	.91	.91	.90	.91	.88	.92
8	Earth/Space Science	.92	.92	.91	.92	.89	.92
8	Society Science	.90	.91	.89	.90	.88	.91
8	**Science**	.94	.94	.93	.93	.91	.94

Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 8

Grade		Nature Science	Physics Science	Earth/Space Science	Society Science	**Science**
8	Nature Science	1.00				
8	Physics Science	.92	1.00			
8	Earth/Space Science	.91	.95	1.00		
8	Society Science	.91	.94	.97	1.00	
8	**Science**	.96	.97	.99	.98	1.00

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Reading, Mathematics, and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 11

Grade		Vocabulary	Comprehension	Literacy	Diverse Works	Information	**Reading**
11	Vocabulary	1.00					
11	Comprehension	.87	1.00				
11	Literacy	.76	.85	1.00			
11	Diverse Works	.76	.84	.87	1.00		
11	Information	.75	.83	.91	.92	1.00	
11	**Reading**	.89	.94	.94	.94	.95	1.00
11	Algebra	.71	.65	.66	.65	.70	.72
11	Geometry	.68	.72	.82	.83	.86	.84
11	Measurement	.63	.59	.73	.70	.73	.72
11	Number Sense	.64	.60	.71	.70	.74	.73
11	Statistics	.71	.79	.78	.78	.80	.83
11	**Mathematics**	.74	.72	.79	.79	.83	.83
11	Nature Science	.80	.74	.67	.75	.73	.79
11	Physics Science	.65	.73	.85	.87	.86	.85
11	Life Science	.71	.79	.79	.80	.79	.83
11	Earth/Space Science	.67	.61	.71	.73	.76	.75
11	Society Science	.65	.71	.83	.79	.83	.82
11	**Science**	.74	.78	.83	.85	.85	.87

Mathematics and Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 11

Grade		Algebra	Geometry	Measurement	Number Sense	Statistics	**Mathematics**
11	Algebra	1.00					
11	Geometry	.79	1.00				
11	Measurement	.77	.72	1.00			
11	Number Sense	.86	.80	.85	1.00		
11	Statistics	.82	.77	.77	.78	1.00	
11	**Mathematics**	.95	.90	.87	.95	.90	1.00
11	Nature Science	.86	.77	.72	.83	.82	.88
11	Physics Science	.72	.81	.81	.81	.89	.87
11	Life Science	.79	.76	.74	.76	.94	.87
11	Earth/Space Science	.80	.79	.78	.90	.76	.89
11	Society Science	.68	.76	.77	.78	.85	.82
11	**Science**	.82	.83	.82	.87	.92	.93

Science Reporting Categories Inter-correlation and Correlation to Total Scores: Grade 11

Grade		Nature Science	Physics Science	Life Science	Earth/Space Science	Society Science	**Science**
11	Nature Science	1.00					
11	Physics Science	.77	1.00				
11	Life Science	.84	.91	1.00			
11	Earth/Space Science	.84	.83	.79	1.00		
11	Society Science	.76	.92	.88	.84	1.00	
11	**Science**	.90	.96	.96	.91	.94	1.00

Data file 06/01/2010.